

**English as an Additional Language  
or Dialect (EAL/D)  
Stage 6**

**Draft Writing Brief**

**Consultation Report  
February 2016**

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Published by  
Board of Studies, Teaching and Educational Standards NSW  
GPO Box 5300  
Sydney NSW 2001  
Australia

[www.bostes.nsw.edu.au](http://www.bostes.nsw.edu.au)

DSSP 26919  
D2016/3276

## Contents

1	Background information .....	4
2	Executive summary .....	5
3	Summary of respondents .....	7
4	Key matters .....	8
5	Analysis.....	9
6	Quantitative analysis of survey responses .....	26
7	Respondents.....	28

## 1 Background information

The preparation of the *English as an Additional Language or Dialect (EAL/D) 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
  - Tumby 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 29 November 2015
- written submissions from:
  - NSW Department of Education
  - Catholic Education Office Sydney
  - Association of Independent Schools of NSW
  - English Teachers Association of NSW
  - TAFE NSW – Western Sydney Institute (OTEN).

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 *EAL/D 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, 5 written submissions, a meeting of the Years 11–12 Board Curriculum Committee for English and 18 responses to an online survey.

Extensive consultation on the EAL/D draft writing brief has endorsed the proposed rationale, aim, objectives and sample outcomes, and feedback provided on these sections will be taken into account during syllabus development.

There is clear agreement that course content and assessment requirements need to be rationalised, in order to accommodate and facilitate EAL/D students' English language development and their deeper engagement with content and texts. Three course modules in Year 11 and in Year 12 is the preferred structure.

There is strong support for revision of all sections of the EAL/D HSC examination. In addition, consultation feedback highlighted a need for school assessment of language modes and weightings to be simplified.

### **Key matters**

The key matters to emerge from the consultation included:

- the EAL/D course is required as a tertiary entry pathway for English language learners
- development of the EAL/D course syllabus must take into account the disparate needs, interests and abilities of English language learners from a wide range of backgrounds
- the EAL/D course syllabus and content should reflect the scope of study in the discipline of English
- catering for the diversity of EAL/D learners is best achieved by greater flexibility and choice in course content and text selection
- prescribed language modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks
- the HSC examination requires review to ensure students can adequately demonstrate their skills, knowledge and understanding.

### **Actions in response to key matters**

- The integrity and academic rigour of the EAL/D course will be maintained.
- Course outcomes, content and assessments will be reviewed as part of the syllabus development process, taking into account the needs, interests and abilities of English language learners from diverse backgrounds.
- A complementary balance between English language development, literacy skills and the study of literature will be maintained.

- Consideration will be given to providing flexibility in content and text choices for the new syllabus.
- The assessment of language modes and weightings will be reviewed and simplified.
- The examination specifications will be reviewed during syllabus development and further consultation opportunities will be provided.

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

##### 18 online survey responses

<b>Respondent:</b>					
Academic	1	Parent	0	Pre-service teacher	0
Principal	0	School executive	1	School faculty	1
Student	0	Teacher	15	Other	0
<b>I am:</b>					
An Aboriginal person	0	A Torres Strait Islander person	0		
An Aboriginal and Torres Strait Islander person	0	Not an Aboriginal and/or Torres Strait Islander person	18		
<b>Sector:</b>					
Government	12	Catholic	0		
Independent	6	Non-school based	0		
<b>Area of NSW:</b>					
Metropolitan	17	Regional	1		
<b>Number of people contributing to this survey:</b>					
1	15	2–5	2	6 or more	1

## 4 Key matters

Key matters	Actions
<p>The EAL/D course is required as a tertiary entry pathway for English language learners.</p> <p>Development of the EAL/D course syllabus must take into account the disparate needs, interests and abilities of English language learners from a wide range of backgrounds.</p> <p>The EAL/D course syllabus and content should reflect the scope of study in the discipline of English.</p> <p>Catering for the diversity of EAL/D learners is best achieved by greater flexibility and choice in course content and text selection.</p> <p>Prescribed language modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks.</p> <p>The HSC examination requires review to ensure students can adequately demonstrate their skills, knowledge and understanding.</p>	<p>The integrity and academic rigour of the EAL/D course will be maintained.</p> <p>Course outcomes, content and assessments will be reviewed as part of the syllabus development process, taking into account the needs, interests and abilities of English language learners from diverse backgrounds.</p> <p>A complementary balance between English language development, literacy skills and the study of literature will be maintained.</p> <p>Consideration will be given to providing flexibility in content and text choices for the new syllabus.</p> <p>The assessment of language modes and weightings will be reviewed and simplified.</p> <p>The examination specifications will be reviewed during syllabus development and further consultation opportunities will be provided.</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 purpose and focus of the rationale, and suggested further points for inclusion. In addition, 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 rationale describes the nature of the course in broad terms, reflects a contemporary view of the course and explains its purpose in the curriculum.	AIS CEOSYD Submission 1 Survey (x16)
The rationale effectively addresses the needs, interests and abilities of the target EAL/D cohort.	AIS CEOSYD Submission 1

#### Key matters and actions

Key matters	Sources	Actions
The rationale should incorporate a greater emphasis on 21st-century skills, particularly collaborative learning and critical thinking.	DoE	The rationale will be reviewed in the light of these comments and suggestions.
The rationale positions the EAL/D course as a literacy course rather than an English course.	DoE ETA Survey (x1)	
More specific reference to multimedia, digital and media texts should be provided in the rationale.	DoE	

## 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. 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 DoE Survey (x15)
Inclusion of the term 'analyse' in the aim is appropriate.	AIS

### Key matters and actions

Key matters	Sources	Actions
The aim should be tailored to suit the EAL/D cohort. It should refer to appreciation of literature.	Survey (x1)	The English syllabus will retain one overarching aim, common to all courses.

### 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 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.	AIS DoE Survey (x15)
The objectives are in keeping with the development of a continuum of learning in English K–12 and their consistency with English (Standard) and English (Advanced) objectives reinforces the profile and status of the EAL/D course.	AIS

#### Key matters and actions

Key matters	Sources	Actions
Objectives for English should be common across all courses.	DoE	The proposed objectives are consistent with the English K–10 syllabus, and are intended to reinforce the continuum of learning across all Stages. While the courses have the same objectives, they are differentiated in terms of their outcomes. These indicate different levels of complexity, according to the specific course.  To retain consistency across K–12, no changes will be made to the wording of the objectives. Comments made on the objectives will be taken into account in the drafting of the outcomes.
Points 3, 6 and 7 are unrealistic for English language learners and should be revised and modified.	CEOSYD Survey (x1)	
The phrase 'love of English' should be replaced and expressed in terms of the personal enrichment gained from literature and learning.	CEOSYD	
The distinction between 'imaginatively' and 'creatively' requires clarification.	CEOSYD	

## 5.4 Outcomes

### Summary

A majority of respondents confirmed that the sample of outcomes was appropriate. Those who disagreed commented 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 Year 11 to Year 12 and to differentiate between Stage 6 courses. It was noted that whilst outcomes for the EAL/D course should be different to other English courses, they should share the same broad focuses as English (Standard) and English (Advanced). 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 and reflects the progression between Year 11 and Year 12 outcomes.	DoE Survey (x9)
The proposed reduction of the number of outcomes to 10 or less is appropriate.	AIS

### Key matters and actions

Key matters	Sources	Actions
A full set of proposed outcomes should be provided for both Year 11 and Year 12.	Survey (x4)	The existing English (ESL) course outcomes will be re-ordered and reviewed for alignment with the K–10 outcomes, to ensure a continuum of learning. Comments and suggestions arising from the consultation will be taken into account during syllabus development.
The outcomes do not relate sufficiently to the modules and content. They are too broad and conflate content, skills and language modes. The outcomes do not adequately reflect the course focuses and the development of discrete language skills.	AIS Survey (x4)	
Outcomes for the EAL/D course should be distinct from the English (Standard) outcomes.	CEOSYD DoE Survey (x1)	
Outcomes for the EAL/D course should reflect the EAL/D rational and the needs, interests and abilities of English language learners.	CEOSYD	
The sample outcomes are too wordy and contain too many components. They should be expressed more simply and clearly using plain English.	AIS Survey (x1)	
Terms and phrases such as ‘sophisticated’	AIS	

and 'evaluates and justifies' should be revised for the EAL/D course.	DoE Survey (x1)	
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## 5.5 Diversity of learners

### Summary

Respondents confirmed that the draft writing brief caters effectively to the diversity of English language learners. A number of respondents indicated that reducing the number of modules studied would assist in meeting the English language development needs of students, while others expressed support for the removal of the related texts requirement in the HSC examination. It was also suggested that greater flexibility in the course structure would provide more opportunities for differentiation, enhanced student engagement and greater depth of study.

### Feedback about the diversity of learners and Life Skills outcomes and content

Feedback	Sources
The draft writing brief adequately addresses the diversity of English language learners.	Submission 1 Survey (x7)

### Key matters and actions

Key matters	Sources	Actions
Flexibility in modules, electives and text choices is required to cater effectively to the diversity of English language learners.	AIS CEOSYD DoE Submission 1 Survey (x4)	The draft writing brief will be reviewed in the light of these comments and suggestions to meet the learning needs of all students.
Opportunities for differentiation for gifted and talented EAL/D students and for EAL/D students with learning difficulties should be provided.	AIS DoE Survey (x2)	
Consideration should be given to the specific needs, interests and abilities of refugees and students with limited or no literacy skills in their home language.	AIS DoE Survey (x2)	
Consideration should be given to the specific needs, interests and abilities of international students for whom the development of English language and literacy skills and tertiary preparation are key priorities.	Pennant Hills (CM) Survey (x2)	
Life Skills outcomes and content are not appropriate in the EAL/D course.	DoE Survey (x4)	
Retention of the Fundamentals of English course will assist schools to cater to the needs of English language learners.	AIS DoE	
English language learners studying Life Skills and other English courses require specialist English language teaching	DoE Survey (x1)	

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
support.		

## 5.6 Course structure and options

### Summary

A majority of respondents confirmed that the course structure and options are appropriate. They 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 EAL/D student cohort, particularly in Year 11. Many respondents endorsed the strengthened focus on English language development in the draft writing brief.

It was noted that the content is engaging, relevant, contemporary and broad-ranging in scope. Respondents emphasised the time needed in the EAL/D course for effective language learning and in-depth engagement with texts. Some respondents expressed approval for the module focus on language modes, particularly *Listening and Speaking*, in conjunction with targeted and explicit integration of the language modes throughout all course modules. Several submissions emphasised the need to incorporate modules and content that reflect the scope of study in the discipline of English.

A majority of respondents indicated that they would welcome the opportunity to mix and match modules from the selection of options provided. They recommended maintaining and/or extending the existing elective structure for Year 12 modules and the range of text choices. Respondents supported the requirement that EAL/D students study a minimum of five full-length texts and at least one text from each of the Prescriptions categories in Stage 6.

### Feedback affirming the course structure and options

Feedback	Sources
<b>Content organisation and structure</b> The organisation, structure and content of the EAL/D course are logical and clear and will benefit students' learning and facilitate the planning of teaching and learning programs.	Submission 1 Survey (x1)
The inclusion of concurrent modules in Year 11 and Year 12 is supported.	Bankstown (CM) DoE Submission 1 Survey (x2)
The greater degree of specificity and guidance provided for the Year 11 course modules is beneficial.	AIS
<b>Content</b> The content requirements and intended learning are clear, well-constructed and appropriate.	Submission 1 Survey (x1)
The content provides opportunities to develop students' cultural awareness of Australian traditions, values and attitudes in particular.	Sydney (CM)
The content provides opportunities for students to develop English language skills to the level required for tertiary study.	Bankstown (CM) Submission 1 Sydney (CM)



<b>Feedback</b>	<b>Sources</b>
The balance between creative and analytical content is appropriate.	Bankstown (CM) Submission 1 Survey (x1)
The focus on research skills is suited to the needs and interests of students.	Bankstown (CM) Pennant Hills (CM) Survey (x1)
The focus on wide reading is appropriate to the language learning needs of the students.	Bankstown (CM) Camberay (CM) DoE
Option 1 caters to the needs, interests and abilities of English language learners.	Armidale (CM) Survey (x2)
Option 2 provides a suitable focus on English language development, literacy skills and the study of literature.	Pennant Hills (CM) Survey (x2)
Option 3 presents suitable opportunities for students to develop their English language and literacy skills.	AIS Bankstown (CM) Camberay (CM) DoE Pennant Hills (CM) Submission 1 Survey (x6)
Replacement of the <i>Area of Study</i> in Stage 6 is appropriate.	AIS DoE Pennant Hills (CM) Submission 1 Survey (x3)
<b>Year 11 modules</b> Inclusion of a teacher-developed module in Year 11 is appropriate.	AIS CEOSYD Pennant Hills (CM) Submission 1 Survey (x4)
Inclusion of a <i>Close Study of Text</i> module is appropriate.	Bankstown (CM) Camberay (CM) CEOSYD DoE Survey (x3)
Inclusion of a <i>Language in Literature</i> module is appropriate.	CEOSYD
Retention of the existing Year 12 English (ESL) Module B electives is appropriate and could be effectively incorporated into the Year 11 course. The <i>Texts and Society</i> module and electives are relevant and important for English language learners.	Camberay (CM) Pennant Hills (CM) Submission 1 Survey (x2) Sydney (CM)

Feedback	Sources
<p><b>Year 12 modules</b></p> <p>Inclusion of a <i>Texts as Representations</i> module is appropriate.</p>	<p>AIS CEOSYD DoE Survey (x6) Sydney (CM)</p>

Feedback	Sources
Inclusion of a <i>Language, Identity and Culture</i> module focusing on Australian and multicultural texts and contexts is appropriate.	AIS Bankstown (CM) Cammeray (CM) CEOSYD DoE Survey (x3) Sydney (CM)
Inclusion of a <i>Close Study of Text</i> module is appropriate.	Bankstown (CM) Cammeray (CM) CEOSYD DoE Survey (x3)
Inclusion of a concurrent <i>Writing Craft</i> module in Year 12 is appropriate.	Bankstown (CM) DoE Pennant Hills (CM) Submission 1 Survey (x1) Sydney (CM) Wollongong (CM)
Inclusion of a discrete <i>Listening and Speaking</i> module is appropriate.	Cammeray (CM) CEOSYD Pennant Hills (CM) Submission 1 Survey (x3) Sydney (CM) Wollongong (CM)
Inclusion of modules such as <i>Listening and Speaking</i> , <i>Multimedia Texts</i> and <i>Focus on Writing</i> that are based around specific language modes provides an appropriate platform for second language acquisition.	CEOSYD
Inclusion of a <i>Contemporary Issues</i> module is appropriate.	CEOSYD
Retention of the existing Year 12 English (ESL) Module B electives is appropriate. The <i>Texts and Society</i> module and electives are relevant and important for English language learners.	Cammeray (CM) Pennant Hills (CM) Submission 1 Survey (x2) Sydney (CM)
<b>Texts</b> The requirement that students study a minimum of five full-length texts over Year 11 and Year 12 (Option 3) is appropriate.	AIS Bankstown (CM) CEOSYD DoE Pennant Hills (CM) Submission 1 Survey (x4)

## Key matters and actions

Key matters	Sources	Actions
<b>Content organisation and structure</b> Schools should be given flexibility to devise content and develop teaching and learning programs that cater directly to the needs, interests and abilities of their EAL/D student cohort, particularly in Year 11.	AIS CEOSYD DoE Submission 1 Survey (x4)	The content organisation and structure will be reviewed and revised during syllabus development to provide flexibility for schools to cater to the English language learning needs of their EAL/D students through the study of a range of modules and electives.
Scope is required to mix and match modules from the three options provided. The existing elective structure for Year 12 modules should be maintained or extended.	AIS CEOSYD DoE Submission 1 Survey (x6) Sydney (CM)	
The module descriptions require revision to provide greater clarification of expected knowledge, understanding and skills and consistency with content.	AIS CEOSYD DoE ETA Survey (x4)	
The options and modules do not support an integrated approach to learning that is grounded in the concepts and processes of English as a disciplinary study.	DoE ETA Survey (x2)	
The options and modules do not support an integrated approach to learning that focuses on development of EAL/D students' English language skills.	CEOSYD Survey (x2)	
<b>Content</b> Maintenance of comparable content with English (Standard) will legitimise the academic rigour of the EAL/D course	AIS Bankstown (CM) DoE Sydney (CM)	The content will be reviewed and revised during syllabus development to ensure that the course caters specifically to the needs, interests and abilities of EAL/D students while also offering some comparable content and maintaining academic parity with the English (Standard) course.
The content requires revision to reduce the number of modules studied, particularly in Year 11.	AIS Cammeray (CM) CEOSYD ETA Submission 1 Survey (x5) Wollongong (CM)	
There is an over-emphasis on reading and writing in the modules. Greater scope for inclusion of second-language acquisition pedagogies should be provided.	CEOSYD DoE Survey (x2)	
EAL/D content should incorporate a skills-based focus across all course modules. Emphasis on aural/oral	Cammeray (CM) CEOSYD Pennant Hills (CM)	

Key matters	Sources	Actions
language will facilitate development of students' English language and literacy skills.	Submission 1 Survey (x2) Sydney (CM)	
<b>Year 11 modules</b> The concurrent <i>Wide Reading</i> module could incorporate a research focus.	Bankstown (CM) Survey (x1)	The <i>Wide Reading</i> module from Option 3 will be incorporated across all three modules in Year 11.
The existing Module B <i>Texts and Society</i> electives in the English (ESL) course are not engaging for students and require revision. They are not appropriate for inclusion in the Year 11 EAL/D course.	CEOSYD	The content will be reviewed and revised during syllabus development.
<b>Year 12 modules</b> The <i>Texts as Representations</i> module should be renamed as 'Representing Experience Through Language'.	DoE	The Year 12 course module, <i>Texts as Representations</i> , will retain its current title.
<b>Texts</b> Further clarification is required regarding text requirements and prescriptions.	CEOSYD Survey (x4)	Further clarification regarding text requirements and prescriptions will be provided in the draft syllabus.
The EAL/D course should provide opportunities for the study of contemporary texts, Australian and multicultural texts, Indigenous texts and texts which present women's voices.	Bankstown (CM) Survey (x2) Sydney (CM)	
Students should be provided with opportunities to study interesting and challenging literary texts.	AIS Bankstown (CM) Pennant Hills (CM) Survey (x2)	
A reduction in the number of texts prescribed for study in the EAL/D course in Stage 6 should promote greater depth of study and facilitate development of students' English language and literacy skills.	Survey (x1) Wollongong (CM)	
Clarification is required about what constitutes a full-length text.	CEOSYD Pennant Hills (CM) Survey (x1)	

## 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 and an increase in the time allocated for students to complete extended responses in the HSC examination are required.

### Feedback affirming the information on assessment and reporting

Feedback	Sources
Existing school-based assessment and reporting requirements are adequate.	Sydney (CM) Submission 1 Survey (x2)

### 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 ETA Survey (x5)	Examination specifications will be reviewed once the new syllabus has been developed.
<b>School-based assessment</b> Clarification regarding school-based assessment and reporting requirements is required.	AIS Bankstown (CM) CEOSYD DoE Pennant Hills (CM) Survey (x4)	The school-based assessment and reporting requirements will be reviewed during syllabus development.
A greater degree of flexibility is required in the specifications and implementation of school-based assessment programs.	AIS Bankstown (CM) ETA Survey (x4) Sydney (CM)	
Greater scope for an incremental assessment program is required in order to accommodate and acknowledge students' English language development over the two years.	Survey (x1) Sydney (CM)	
Parity with the English (Standard) and English (Advanced) assessment and reporting requirements in terms of academic rigour should be maintained. However, differentiation in assessment requirements and procedures that will	AIS Bankstown (CM) DoE Submission 1 Survey (x1)	

Key matters	Sources	Actions
cater to the language skills and language development needs of English language learners should be provided.		
<b>HSC examination</b> Insufficient information about the HSC examination has been provided in the draft writing brief.	Bankstown (CM) CEOSYD ETA Survey (x5)	Examination specifications will be reviewed during syllabus development.
EAL/D students' developing English language proficiency protracts language processing and production across all language modes. Allowance for additional time for EAL/D students to complete reading, writing and listening tasks in the HSC examination should be provided.	AIS DoE Pennant Hills (CM) Submission 1 Survey (x4) Sydney (CM) Wollongong (CM)	
HSC examination specifications and types of tasks should discourage reliance on prepared responses.	Bankstown (CM) DoE Submission 1 Survey (x1)	
References to related texts should not be mandated for extended analytical responses in the HSC examination/s.	Bankstown (CM) Survey (x1)	
Modules should have equal weighting in the HSC examination.	AIS	
While the existing Year 12 English (ESL) Module B electives are relevant and important for EAL/D students, the module is not appropriate for formal assessment in the HSC examination.	Pennant Hills (CM) Submission 1 Survey (x2) Sydney (CM)	
The Listening Task in the HSC examination should be retained.	AIS DoE Pennant Hills (CM) Survey (x2)	
Listening should be assessed in school rather than in the external HSC examination.	Pennant Hills (CM) Survey (x1) Sydney (CM) Wollongong (CM)	
The Listening Task in the HSC examination is unfairly weighted. Candidates are not allowed enough time to complete the HSC Listening Task.	Pennant Hills (CM)	
The Listening Task in the HSC examination should be linked to a particular module.	Sydney (CM)	
A speaking assessment should be included in the HSC examination.	Survey (x1) Sydney (CM)	

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
The use of technology in assessment raises equity, security and practical issues.	AIS Survey (x1)	



## 5.8 Other comments

### Summary

Respondents confirmed that the draft writing brief provides a sound basis for development of the EAL/D syllabus. However, some respondents indicated that it provides insufficient detail in relation to outcomes, course structure and/or assessment requirements. Information relating to the EAL/D course candidature, the distinctive nature and purpose of the course, and its place within the English Stage 6 syllabus should also be provided.

### Feedback affirming the draft writing brief

Feedback	Sources
The draft writing brief, including the rationale, aims and objectives, provides a solid basis for developing the final Writing Brief.	AIS Submission 1 Survey (x7)

### Key matters and actions

Key matters	Sources	Actions
<b>Eligibility requirements</b> The EAL/D course eligibility requirement should be reviewed. Extension of the five years of English language instruction criterion to seven years should be considered.	DoE	EAL/D eligibility requirements will be reviewed during syllabus development.
<b>Fundamentals of English</b> Retention of the Fundamentals of English course or a comparable bridging or transition course will assist EAL/D students to consolidate their English language skills.	DoE Survey (x2) Sydney (CM)	The place of the Fundamentals of English course will be reviewed during the development of the new EAL/D and English (Standard) syllabuses.

## 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
<b>Rationale</b>							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	16	13%	88%	0%	0%		
2. The proposed rationale reflects a contemporary view of the course.	16	13%	88%	0%	0%		
<b>Aim</b>							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	16	13%	81%	6%	0%		
<b>Objectives</b>							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	15	20%	80%	0%	0%		
<b>Outcomes</b>							
5. The sample of outcomes is appropriate.	16	7%	53%	33%	7%		
<b>Course structure and options</b>							
6. Prefer Option 1	2					20%	
7. Prefer Option 2	2					20%	
8. Prefer Option 3	6					60%	
9. Modules in Option 1 provide EAL/D students with opportunities to develop English Language Proficiency.	11	36%	27%	27%	9%		
10. Modules in Option 2 provide EAL/D students with opportunities to develop English Language Proficiency.	11	18%	45%	36%	0%		
11. Modules in Option 3 provide EAL/D students with opportunities to develop English Language Proficiency.	10	40%	50%	10%	0%		
12. Text requirements in Option 1 are appropriate.	11	9%	64%	9%	18%		

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
13. Text requirements in Option 2 are appropriate.	11	18%	45%	27%	9%		
14. Text requirements in Option 3 are appropriate.	11	27%	45%	27%	0%		
15. Is there another structure or option BOSTES should consider?	11					64%	36%
<b>General</b>							
16. 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.	11	18%	45%	36%	0%		

## 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 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	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

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Independent Schools of NSW	AIS
Catholic Education Office Sydney	CEOSYD
English Teachers' Association of NSW	ETA
NSW Department of Education	DoE
TAFE NSW – Western Sydney Institute – OTEN	Submission 1