



**English as an Additional Language  
or Dialect (EAL/D)  
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 as an Additional Language or Dialect (EAL/D) Senior Years Writing Brief* takes account of the broad directions and feedback gathered through consultation conducted in October and November 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 as an Additional Language or Dialect (EAL/D) 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 EAL/D 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. EAL/D key

**i** for your information

The following codes will be used in the EAL/D Senior Years syllabus.

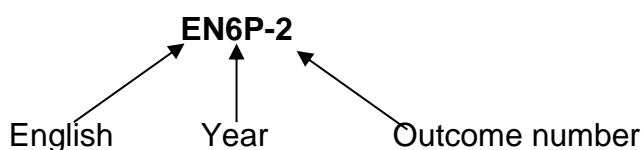
### Outcome coding

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 EAL/D 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 Units 1–4 of the Australian Curriculum EAL/D subject should be considered for the Senior Years EAL/D course.

### **3. 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 EAL/D Senior Years**

EAL/D addresses the needs of a specific group of students. The course complements the English (Standard) course and the English (Advanced) course and shares the overall aim and rationale of English. When presented at the HSC, the EAL/D course will satisfy BOSTES requirements for the study of English.

The EAL/D course focuses on English language learning and the close study of language and meaning. Students are provided with opportunities to develop and refine skills in spoken and written English. This will enable them to communicate effectively in a range of contexts and situations. Explicit and targeted English language instruction throughout the EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Senior Years outcomes across the curriculum.

In EAL/D, students study, analyse, respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. They extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society.

EAL/D learners come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom. The EAL/D courses are designed to embrace and incorporate students' backgrounds and experiences within flexible teaching and learning programs that address this diversity, while also providing opportunities to enhance students' knowledge, understanding and appreciation of Australian society, culture, history and literature, including our nation's rich Aboriginal and Torres Strait Islander histories and cultures.

The EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement


with literature and other textual forms, will increase students' understanding of the diversity and values of Australian and other cultures.

**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:
  - incorporate a greater emphasis on 21st-century skills, particularly collaborative learning and critical thinking.
  - position the EAL/D course as a literacy course rather than an English course.
  - make more specific reference to multimedia, digital and media texts.



#### **4. The place of the EAL/D 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.

## **5. 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 EAL/D Senior Years**

The aim of EAL/D Senior Years is to enable students to analyse, understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

### **Actions for writers and key considerations**

- The aim is to be revised as 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.

## **6. 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 EAL/D 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.

## 7. 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 EAL/D 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 a range of simple and increasingly complex texts for interpretive, analytical, imaginative and pleasurable purposes	1. responds to and composes and evaluates a range of sophisticated, sustained and engaging texts in a variety of media and technologies for a variety of purposes
2. selects, uses and evaluates a wide range of processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies	2. selects, evaluates and justifies the use of processes, skills and knowledge used for responding to and composing texts in different media and technologies
3. identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts and evaluates their effect on meaning	3. selects, uses and justifies the use of language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts and evaluates their effect on meaning with clarity

### 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 EAL/D outcomes with the English (Standard) outcomes, checking for:
  - consistency in the focus, organisation and terminology
  - suitability to the needs, interests and abilities of English language learners
  - sufficient and appropriate discrimination between the two courses.

## 8. Course structure

**i** for your information

The following provides an outline of the course structure for the EAL/D 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 EAL/D Senior Years

	EAL/D	Indicative hours
Year 11 course (120 hours)	Language and Texts in Context	30–40
	Close Study of Text	30–40
	Texts and Society	30–40
	Optional teacher-developed module	30–40
Year 12 course (120 hours)	Texts as Representations	40
	Language, Identity and Culture	40
	Close Study of Text	40
Hours	Year 11: 120 indicative hours, 3–4 modules, 30–40 hours per module Year 12: 120 indicative hours, 3 modules, 40 hours per module Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.	
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. EAL/D students are required to study a minimum of five full-length texts over the Senior Years, including three different types of prescribed texts in Year 12.	

### Actions for writers and key considerations

- Ensure that scope is provided for a flexible pattern of study of the modules in each of Years 11 and 12. Flexibility is required to cater effectively to the diversity of English language learners, particularly in Year 11.

- A continuum of learning from Year 11 to Year 12 modules needs to be evident.
- All modules should incorporate a focus on English language development as well as providing opportunities to study a range of texts and engage in fundamental processes such as close study, wide reading, composition and critique.

## 9. 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 EAL/D Senior Years syllabus will be organised in the following way:

#### Content for Year 11

(120 hours minimum teaching time)

Language and Texts in Context (first module)	Close Study of Text
Texts and Society	Optional Teacher-developed Module

#### Language and Texts in Context

The module focuses on comprehension, language analysis and developing students' personal, critical and creative responses and builds on English Stage 5. In the module, students interpret and respond to a range of short texts and text extracts and they consider how their own voice is shaped by experiences, heritage and schooling. Their skills in responding to and composing texts are extended through the study of a range of models along with structured learning activities.

#### Close Study of Text

In this module, students engage in focused interpretation and analysis of a text. They explore how texts communicate information and ideas. Through their study of the text, students compose personal, critical and creative responses. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and consideration of how these conventions have been used by the composer to influence responders. The module includes close study of one text.

#### Texts and Society

Students explore, analyse, respond to and compose a selection of texts that are commonly encountered in either social/vocational settings and/or academic settings (as per the existing Year 12 Module B electives for English (ESL)). Explicit, targeted English language study centres on the ways that textual forms and features shape meaning and influence responders within specific situational contexts.

### **Optional Teacher-developed Module**

Teachers may design a fourth module to cater to the particular needs, interests and abilities of their students, if required.

### **Year 11 wide reading focus**

In Year 11, EAL/D students negotiate with their teacher(s) to undertake a program of wide reading, listening and viewing, including prose fiction, nonfiction, poetry, drama, film, media and multimedia texts. Students record their responses to the texts they read and reflections on their developing skills in reading, listening, viewing and responding in a learning journal. Explicit, targeted English language study centres on reading, listening and viewing skills and the language of interpretation and response.

### **Content for Year 12**

(120 hours minimum teaching time)

Texts as Representations

Language, Identity and Culture

Close Study of Text

#### **Texts as Representations**

In this module, students explore and analyse the ways in which texts are acts of representation. In their examination of language, students read and respond to a range of short texts and text extracts along with texts of their own choosing. Explicit, targeted English language study centres on the ways that textual forms and language structures and features are used to represent information, ideas, values and attitudes. The module also includes close study of one prescribed text.

#### **Language, Identity and Culture**

In this module, students explore and analyse the ways that language is used to represent different aspects of our personal, social and cultural identities across a range of texts. They investigate and analyse how textual forms and conventions, and language structures and features, are used to represent aspects of experience and shape meaning. Composition focuses on experimentation with variations of purpose, audience and form to represent students' experiences, perspectives and heritage. Explicit, targeted English language study centres on the ways that textual forms and features shape meaning and represent aspects of personal identity. The module includes close study of one prescribed text.



### **Close Study of Text**

In this module, students engage in detailed interpretation and critical analysis of a text. They explore how texts communicate information, ideas, attitudes and values. In their study of the text, students compose personal, critical and creative responses. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and investigation and analysis of how these conventions have been manipulated by the composer in order to achieve particular effects. The module includes close study of one prescribed text.

### **Year 12 writing focus**

In Year 12, EAL/D students develop and refine their knowledge and skills in writing, speaking and representing. Students will have the opportunity to study the expressive, aesthetic and imaginative qualities of the written, spoken and multimodal texts examined in these modules and to produce crafted works themselves in a range of forms, modes and media, including creative, imaginative, critical, persuasive and informative texts.

### **Actions for writers and key considerations**

- The module descriptions above taken from the draft writing brief should be used as the basis for the development of the EAL/D course content in the draft syllabus.
- The module descriptions should provide clarification of content focuses and expected knowledge, skills and understanding. They should support an integrated approach to learning that focuses on development of EAL/D students' English language skills.
- Analyse and select Australian curriculum content from EAL/D subject, 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.
- 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.
- Elements indicated above taken from the 'Wide Reading' module from Year 11 Option 3 in the draft writing brief are to be incorporated across all three modules in Year 11.
- Elements indicated above from the 'Writing Craft' module from Year 12 Option 3 in the draft writing brief are to be incorporated across all three modules in Year 12.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.

**Sample content page:**

**Outcome**

A student:

- responds to and composes a range of simple and increasingly complex texts for interpretive, analytical, imaginative and pleasurable purposes EN6PLD-1

Students:

Engage personally with texts

- engage with texts in a range of modes and media
- respond to texts by listening, reading and viewing for specific purposes and content (ACEEA034)
- identify various ways they approach texts
- recognise the effects of language experiences and culture on responding to and composing texts 🌐

Develop and apply contextual knowledge

- respond to a variety of texts composed for different audiences, purposes and contexts
- predicting the form and content of texts from structural and visual elements and contextual information (ACEEA006) ⚙️
- identify and describe the ways in which particular texts are influenced by other texts and contexts
- relate responses to aspects of human experience

Understand and apply knowledge of language forms and features

- describe the forms and conventions of texts created in different modes and mediums including visual texts (ACEEA018)
- describe linguistic and structural features of a range of more complex text types including literary and transactional texts (ACEEA007)
- describe how the selection of text structures and language features can influence an audience (ACEEA041)
- describe the effect of register, style and tone on meaning (ACEEA015)

Respond to and compose texts

- compose personal responses to individual texts and groups of texts and consider the responses of others
- develop and present information and ideas in a range of modes and media and in analytical, expressive and imaginative ways ⚙️

- use metalanguage to express personal and critical responses to texts (ACEEA048)
- discuss and reflect on the wider issues arising from their engagement with texts.


### **Outcome**

A student:



- identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts and evaluates their effect on meaning EN6PLD-3

Students:

Engage personally with texts

- compose a variety of texts using a range of technologies
- use persuasive, descriptive and emotive language as appropriate (ACEEA052)
- use language to express judgement of an object, a process, or a performance (ACEEA047)
- assess technologies for particular purposes of investigating, clarifying, organising and presenting information and ideas 

Develop and apply contextual knowledge

- use different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies (ACEEA049)
- experiment with ways of transforming experience into imaginative texts in different contexts for specified audiences 
- re-create texts into new texts by changing perspective and context 
- manipulate some generic forms for different audiences and purposes

Understand and apply knowledge of language forms and features

- experiment with different registers and tones (ACEEA053)
- use appropriate structure and content to communicate ideas and opinions for different purposes and audiences (ACEEA021)
- use description, characterisation, and direct and indirect speech (ACEEA024)
- edit their work to correct errors and ensure consistent and appropriate style

Respond to and compose texts

- compose texts for specific purposes and audiences

- locate, select and evaluate information sources and synthesise information from these sources (ACEEA039)
- use description, characterisation, and direct and indirect speech (ACEEA024)
- use cohesive devices at sentence, paragraph and whole text level. (ACEEA025)

## 10. 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 EAL/D Senior Years**

### **Intercultural understanding**


Students develop intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

The study of English offers rich opportunities for intercultural understanding and exchange. Students experience a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature, including texts from and about Asia.

### **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.

## **11. 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.

## **12. 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 EAL/D.



## **13. 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

## 14. Appendix II

### Key matters raised during draft writing brief consultation and actions

Key matters	Actions
<p>The EAL/D course is required as a tertiary entry pathway for English language learners.</p>	<p>The integrity and academic rigour of the EAL/D course will be maintained.</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>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>The EAL/D course syllabus and content should reflect the scope of study in the discipline of English.</p>	<p>A complementary balance between English language development, literacy skills and the study of literature will be maintained.</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>Consideration will be given to providing flexibility in content and text choices for the new syllabus.</p>
<p>Prescribed language modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks.</p>	<p>The assessment of language modes and weightings will be reviewed and simplified.</p>
<p>The HSC examination requires review to ensure students can adequately demonstrate their skills, knowledge and understanding.</p>	<p>The examination specifications will be reviewed during syllabus development and further consultation opportunities will be provided.</p>