



**English (Extension)
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 (Extension) Senior Years Writing Brief* takes account of the broad directions and feedback gathered through consultation conducted in Term 3 2015.

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

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

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

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

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

Diversity of learners

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

For example:

Special education needs

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

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

Students may engage with:

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

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

Australian curriculum

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

2. English (Extension) key

i for your information

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

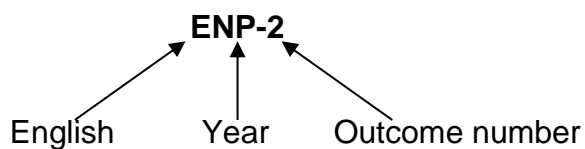
Outcome coding

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

Years of learning will be represented by the following codes:

Year	Code
Year 11	P
Year 12	H

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



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 English (Extension) Senior Years


The English (Extension) course enables students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The course is designed for students with a desire to pursue a specialised study of English.

This course provides students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

Actions for writers and key considerations

- Review and amend the rationale to reflect the rigour, challenge and level of sophistication required in the course through its specialised and extended study.

4. The place of the English (Extension) 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 English (Extension) Senior Years

The aim of English (Extension) Senior Years is to enable students to 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, 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 English (Extension) Senior Years

Knowledge, understanding and skills

Students will develop knowledge and understanding of:

- ways in which complex texts use language imaginatively, creatively, interpretively and critically
- the cultural roles and the significance of complex texts
- how and why texts are valued.

Students will develop skills in:

- articulating sophisticated analysis of complex texts
- expressing complex ideas about the relationships between texts
- expressing imaginative, creative, interpretive and critical ideas
- extensive independent investigation
- theorising about texts and values based on analysis and understanding of complex texts and ideas
- reflecting on their own processes of learning
- sustained composition.

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

- Review the objectives to provide a suitable and appropriate extension to the objectives of the Advanced course, and take account of:
 - whether additional objectives are required given this is a 1-Unit course
 - reducing repetition as appropriate
 - the second dot point under ‘knowledge’ could be rephrased to place greater emphasis on complex texts, and combined with the third point
 - the first three points under ‘skills’ could be represented as sub-points of ‘sustained composition’
 - reference to a ‘love’ of English could be replaced with ‘appreciation’
 - context is a key focus of the course and could be explicitly addressed in the objectives.

7. Outcomes

i for your information

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

Proposed outcomes for English (Extension) 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:
1. develops skills in articulating sophisticated analysis of complex texts
2. develops skills in expressing imaginative, creative, interpretive and critical ideas
3. develops skills in expressing complex ideas about the relationships between texts
4. understands how and why texts are valued in, and received and appropriated into, a range of contexts
5. develops skills in independent investigation, involving particular texts and/or aspects of those texts and their manifestations in various forms, and within particular cultural contexts
6. develops skills in extended composition in a range of modes and media for different audiences and purposes
7. purposefully reflects on, assesses and adapts their individual and collaborative skills with independence and increasing confidence
Year 12 Extension 1
A student:
1. articulates sophisticated analysis of complex texts
2. expresses imaginative, creative, interpretive and critical ideas
3. expresses complex ideas about the relationships between texts
4. distinguishes and evaluates the values expressed through texts
5. explains different ways of valuing texts
6. composes extended texts
7. develops and delivers sophisticated presentations

8. purposefully reflects on, assesses and adapts their individual and collaborative skills with independence and confidence

Year 12 Extension 2

A student:

1. demonstrates understanding of complex texts through analysis, interpretation, criticism and evaluation

2. develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation and expression

3. plans documents and reflects on their own processes of investigation and composition

Actions for writers and key considerations

- Review the number and wording of outcomes to enhance clarity, remove repetition and sharpen the focus, taking account of:

Year 11 English Extension:

- Review the number of outcomes to ensure they are manageable and appropriate for a 1 Unit course. Review the language of the outcomes for clarity and unnecessary repetitiveness.

Year 12 Extension 1:

- Outcomes 1, 2, 3 and 4 are implicit in outcome 6. Review the number of outcomes as appropriate for a 1 Unit course

English Extension 2:

- Review the number of outcomes as appropriate for a 1-Unit course.

8. Course structure

i for your information

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

Proposed course structure for English (Extension) Senior Years

English (Extension)		Indicative hours
Year 11 course	<i>Texts, Culture and Values</i> (current module to be reviewed to incorporate research methods and a related project)	60
Year 12 Extension 1 course	Module Study with electives	60
Year 12 Extension 2 course	Development of a Major Work, including documenting and reflecting on the process	60

Actions for writers and key considerations

- Feedback from consultation supports retention of the current structure of the Extension courses.
- The introduction of a core in the Extension 1 course is not supported. Review modules and electives in this course to identify common elements. Design a single module that will provide scope to deliver a range of electives.

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

Year 11 English (Extension)

Title	Texts, Culture and Values
<p>Description</p> <p>This is a broad summary only. It is not intended as a rubric.</p>	<p>Students explore the ways in which aspects and concerns of texts from the past have been carried forward and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.</p> <p>Students examine a key text from the past and its manifestations in other contexts and media. Through close study they:</p> <ul style="list-style-type: none"> • consider the relationships between the text and its culture • explore the language of the text and examine the ways in which language shapes and reflects values • consider the effects of different ways of responding to the text • consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued. <p>Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including some appropriations of their choosing.</p> <p>Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.</p> <p>Related project</p> <p>This project will provide opportunities for students to develop skills in independent investigation and critical and creative thinking. Students will apply their knowledge about texts studied in this module to their own selected texts. They will develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.</p> <p>Students select a key text and examine and evaluate the ways in which their selected text has been appropriated into other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.</p> <p>Students realise insights into their research and personal evaluation of the</p>

	texts in imaginative and analytical compositions. This project may be undertaken concurrently with study of 'Texts, Culture and Values'.
Indicative hours	60
Text requirements	Students analyse, interpret and evaluate a range of texts. They also examine a key text from the past and its manifestations in one or more recent cultures. They also explore, analyse and critically evaluate different examples of such manifestations in a range of contexts and media, including some of their choosing.

Year 12 English Extension 1

Title	Module Study
Description	The Module Study consists of a single module with a range of electives. Students undertake study of one elective.
Hours	60
Text requirements	The study of at least three texts must be selected from a prescribed text list for the Module Study (including at least two extended print texts).

Year 12 English Extension 2

Title	Module Study
Major Work	The Major Work consists of an extended composition based on investigation of a subject of the student's choosing. Forms for the student's Major Work within the print, visual and digital mediums will be reviewed. The Major Work is assessed through the process of its development and its realisation as a product. The process includes mandatory internal assessment at key points including a Viva Voce and a Report. Students maintain a Major Work Journal. Guidance regarding the processes of internal assessment and monitoring of students' work is to be reviewed.
Reflection Statement	Students compose a reflection statement that records and reflects on the processes and realisation of their investigation and the composition of their Major Work.
Hours	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the design process and document this in their Major Work Journal and Reflection Statement. Categories within the print, visual and digital mediums will be reviewed.

Actions for writers and key considerations

- The current structure and approach of the Extension courses should be maintained.
- Analyse and select Australian curriculum content, and modify, reorder and supplement to align with and complement draft syllabus content as appropriate.
- Identify, by underlining, specific terms for inclusion in and links to a Glossary.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.

Year 11 Extension

- Review and broaden the Year 11 Extension course, strengthening progression to the Year 12 Extension courses.

Year 12 Extension 1

- Review modules in English Extension 1 to identify common elements and to clarify their distinctive learning focus.
- Design one module that will provide scope to develop up to six electives.
- The use of related material is to be retained in the Extension 1 course.
- Ensure that the module design maintains a balance between the creative and critical components of the course. This balance remains an important principle underpinning the design of the syllabus.

Year 12 Extension 2

- Review requirements for the development of Major Works, including:
 - ensuring the Major Work ‘proposal’ is included as a component of course content while not forming part of a school based assessment program
 - use of the Major Work journal and other methods to establish veracity and showcase independent investigation
 - providing clearer guidelines, parameters and specifications for Major Work development
 - the categories of Major Works to include opportunities for students to demonstrate knowledge, understanding and skills of sustained composition and investigation; analysis and development of complex texts; and evaluation of and documentation of the relationships of concept, structure, technical and language features and conventions
 - the categories available for Major Works, including provision for hybrid texts and more contemporary forms
 - identify the phases and processes of major work development and provide opportunities for teaching and learning
 - provide content that further explicates the course outcomes.

Sample content page

Outcome

A student:

- develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts. ENPX-2

Content

Students:

- engage with a range of key texts to develop skills in independent investigation
- undertake independent investigation of specific key texts, cultures and forms.

Outcome

A student:

- develops skills in sustained composition in a range of modes and media for different audiences and purposes. ENPX-3

Content

Students:

- refine the clarity of their own sustained compositions to meet the demands of increasing complexity of thought and expression
- re-create texts by altering perspectives and contexts to demonstrate how values are maintained and changed
- use and manipulate a range of generic forms in a range of modes and media for different audiences and purposes
- use stylistic devices appropriate to purpose, audience and context.

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 English (Extension) Senior Years


Critical and creative thinking ✨

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

Actions for writers and key considerations

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

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 English (Extension).

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 English Stage 6 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 Year 11 Extension module should be broadened to strengthen the progression to English Extension 1. A research project proposed in Option 1 and more explicit teaching related to research methodology outlined in Option 2 were supported.</p>	<p>The Year 11 Extension module will be broadened and progression to Year 12 Extension courses strengthened through the introduction of a research project related to the module studied with more explicit teaching related to research methodology.</p>
<p>The introduction of a core in English Extension 1 was not supported as it would reduce the time available for in-depth module study.</p>	
<p>The current modules and electives in English Extension 1 should be reviewed to determine appropriate depth and diversity.</p>	<p>Current modules and electives in English Extension 1 will be reviewed to identify common elements. A single module will be designed that will provide scope to develop a range of electives.</p>
<p>Introduction of an external examination in English Extension 2 was not supported. The integrity of the course as a project-based course should be maintained.</p>	<p>External assessment requirements and processes for development of Major Works will be reviewed during draft syllabus development.</p>
<p>The processes related to the development of the Major Work and its internal assessment require review to provide clearer guidance for schools and students.</p>	<p>The processes related to the development of the Major Work and its internal assessment will be reviewed to provide clearer guidelines for schools and students.</p>