



English (Standard) Stage 6

Draft Writing Brief

Consultation Report February 2016

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1 Background information

The preparation of the *English (Standard) 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
 - Community of Catholic Schools Office – Diocese of Broken Bay
 - Association of Independent Schools of NSW
 - Association of Heads of Independent Schools of Australia
 - English Teachers' Association of NSW
 - NSW Teachers Federation
 - TAFE NSW – Western Sydney Institute (OTEN)
 - 2 individuals.

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 *English (Standard) 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 7 metropolitan and regional consultation meetings, 10 written submissions, a meeting of the Years 11–12 Board Curriculum Committee for English and 102 responses to an online survey.

Extensive consultation on the *English (Standard) 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 needs to be reduced, to allow more time for deeper engagement with texts and skills development.

There is strong support for removing the study of related texts for the HSC examination. Many respondents also expressed the view that the examining of English (Standard) should be reduced in length and components. In addition, the consultation highlighted the need for school assessment weightings and modes to be simplified.

There is no support for a common Year 11 between English (Standard) and English Studies. The proposal to align Life Skills outcomes and content to English Studies rather than English (Standard) was supported.

Key matters

The key matters to emerge from the consultation included:

- the course content needs to be reduced, to allow more time for deeper engagement and skills development
- Option 1 as proposed in the draft writing brief is the preferred course structure, but with the Year 12 common content from Option 2
- catering for the diversity of learners in English (Standard) is best achieved by greater flexibility and choice in text selection
- the removal of the related texts requirement in the external examination is strongly supported
- prescribed modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks
- the examination is too onerous and should be reduced in length and components.

Actions in response to key matters

- The new course will have reduced content.
- The course structure will be based on Option 1 as proposed in the draft writing brief, but the Year 12 common content will be *Texts and Human Experiences* (from Option 2).
- Consideration will be given to providing greater diversity in the range of prescribed texts for the new syllabus.
- The requirement for students to study related texts for the English (Standard) examination will be removed.
- The assessment modes and weightings will be reviewed and simplified.
- The examination specifications will be reviewed as part of the syllabus development process and further consultation will occur on this issue.

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

102 online survey responses

Respondent:					
Academic	2	Parent	0	Pre-service teacher	0
Principal	1	School executive	9	School faculty	14
Student	6	Teacher	70	Other	0
I am:					
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	102		
Sector:					
Government	50	Catholic	20		
Independent	30	Non-school based	2		
Area of NSW:					
Metropolitan	59	Regional	43		
Number of people contributing to this survey:					
1	82	2–5	12	6 or more	8

4. Key matters

Key matters	Actions
<p>The course content needs to be reduced, to allow more time for deeper engagement and skills development.</p> <p>Option 1 as proposed in the draft writing brief is the preferred course structure, but with the Year 12 common content from Option 2.</p> <p>Catering for the diversity of learners in English (Standard) is best achieved by greater flexibility and choice in text selection.</p> <p>The removal of the related texts requirement in the external examination is strongly supported.</p> <p>The prescribed modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks.</p> <p>The examination is too onerous and should be reduced in length and components.</p>	<p>The new course will have reduced content.</p> <p>The course structure will be based on Option 1 as proposed in the draft writing brief, but the Year 12 common content will be <i>Texts and Human Experiences</i> (from Option 2).</p> <p>Consideration will be given to providing greater diversity in the range of prescribed texts for the new syllabus.</p> <p>The requirement for students to study related texts for the English (Standard) examination will be removed.</p> <p>The assessment modes and weightings will be reviewed and simplified.</p> <p>The examination specifications will be reviewed as part of the syllabus development process and further consultation will occur on this issue.</p>

5. Analysis

5.1 Rationale

Summary

The majority of survey respondents affirmed the rationale. Some submissions made specific recommendations regarding the focus of the rationale, and suggested further points for inclusion. In addition, a few survey respondents offered suggestions for refining the wording to align more closely with their perceptions of the course.

Feedback affirming the rationale

Feedback	Sources
The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	AIS Submission 3 Survey (x75)
The proposed rationale reflects a contemporary view of the course.	AIS Submission 3 Survey (x68)
The rationale identifies the English (Standard) course as being strongly skills-based, in response to calls to include more explicit literacy content.	AIS
The rationale reflects a continuum of learning from Stage 5 to Stage 6 and is appropriate.	AIS DoE
The breadth of the rationale allows schools to meet individual needs.	CEOSYD

Key matters and actions

Key matters	Sources	Actions
The overarching rationale for English as the mandatory subject in Stage 6 should be included.	DoE ETA	The rationale will include reference to English as the mandatory subject in Stage 6.

Key matters	Sources	Actions
<p>The rationale should be reviewed and revised to include references to:</p> <ul style="list-style-type: none"> • a stronger focus on the distinctive nature of English as a subject • students reflecting on their reading and learning and understanding that these processes are shaped by the contexts in which they respond to and compose texts • students perceiving and understanding their world from a variety of perspectives • the integration of the modes of reading, writing, speaking, listening, viewing and representing • students being encouraged to value a range of approaches to texts. 	ETA	The rationale will be reviewed during syllabus development.
The rationale should recognise the role of the course in fostering an appreciation of literary forms. It could also acknowledge the study of English as an enculturation process that generates citizenship.	AHISA	
The rationale should reflect, more clearly and consistently, the demands of the Standard course in a realistic way.	AIS CCSOBB CEOSYD Survey (x5)	
The rationale should give more weight to the relevance of studying English to students' understanding of themselves and their world.	AIS	

5.2 Aim

Summary

The majority of survey respondents endorsed the proposed aim. Several submissions commented on the differences in wording between the aims of the Standard and Advanced courses. Additional minor amendments to the aim were proposed by a few survey respondents.

Feedback affirming the aim

Feedback	Sources
The proposed aim provides a statement of the overall purpose of the syllabus and is appropriate.	AIS CEOSYD DoE Survey (x72)
The aim differentiates this course from the Advanced course, which is appropriate.	AIS Survey (x1)
The addition of the term 'analyse' to the aim is supported.	AIS

Key matters raised and actions

Key matters	Sources	Actions
The reason why the aim of the Standard course is worded differently from the aim of the Advanced course is unclear.	ETA Submission 3	The English syllabuses will retain one overarching aim, common to all Stage 6 English courses.
The distinction between 'value' in the aim of the Standard course and 'appreciate' in the Advanced course needs clarification.	NSWTF	
The idea of 'how language is used to shape understanding of ourselves and the world' should be incorporated into the aim.	ETA	The aim will be reviewed during draft syllabus development.
The relationships between the aim, rationale and objectives need to be clearer and more consistent.	Survey (x3)	

5.3 Objectives

Summary

The majority of respondents agreed or strongly agreed with 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. Some survey respondents suggested changes and/or 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.	CEOSYD Submission 3 Survey (x71)
The objectives, being common to the K–10 syllabus, provide coherence and continuity between Stages.	AIS DoE

Key matters raised and actions

Key matters	Sources	Actions
The proposed objectives do not distinguish between the Standard and Advanced courses. References to 'critical thinking' and 'aesthetic dimensions' are more suited to the Advanced course.	Survey (x6)	The syllabus objectives are a central component in the broader learning continuum framework. The proposed objectives are consistent with the English K–10 syllabus, and are intended to reinforce the continuum of learning across all Stages.
The objectives should not duplicate the Stage 4 and Stage 5 objectives. Greater scope to indicate progression of learning and extension of skills is required.	ETA	

5.4 Outcomes

Summary

The majority of respondents agreed or strongly agreed that the sample of outcomes was appropriate. Those who disagreed noted that the draft writing brief included only three sample outcomes, rather than the full set, making it difficult to comment. Some submissions acknowledged the challenges in drafting outcomes to articulate student progression from the Year 11 to the Year 12 course and to differentiate between Stage 6 courses. They highlighted some instances where this progression was unclear, and offered alternative ways of expressing these outcomes. Some survey respondents also offered specific suggestions regarding the wording of particular outcomes.

Feedback affirming the outcomes

Feedback	Sources
The sample of outcomes is appropriate.	CEOSYD Survey (x58)
The proposal for up to 10 outcomes is supported, as a reduced number of outcomes from the current syllabus would be more manageable.	AIS
The relationship between the Stage 4, Stage 5 and the Stage 6 outcomes is clearly evident in the draft writing brief.	ETA

Key matters raised and actions

Key matters	Sources	Actions
The sample of outcomes is not appropriate.	Survey (x18)	The current course outcomes will be re-ordered and reviewed for alignment with the K–10 outcomes, to ensure a continuum of learning. Feedback from the consultation will be taken into account as part of the revision process.
It is not possible to comment on the outcomes because only three of some ten possible outcomes are included in the draft writing brief. Outcomes underpin the syllabus, so more detail is needed.	Survey (x6)	
The sample outcomes are too wordy and contain too many components. They need to be expressed in simpler language, and more closely reflect the Standard course.	AIS Survey (x7)	
In some respects the sample outcomes are not sufficiently different from those proposed for the Advanced course, raising issues for teaching and assessment.	AIS CEOSYD DoE Survey (x3)	

Key matters	Sources	Actions
Some outcomes need redrafting so that they more clearly articulate student progression. Subjective terms such as 'sophisticated' and 'nuanced' should be avoided. It may be preferable to move away from the direct relationship with Stage 5 outcomes.	ETA	The current course outcomes will be re-ordered and reviewed for alignment with the K–10 outcomes, to ensure a continuum of learning. Consultation feedback will be taken into account as part of the revision process.
The term 'pleasurable purposes' should be replaced.	CEOSYD Submission 3 Survey (x1)	
While the inclusion of 'texts in different media and technologies' in the outcomes is supported, clarification is needed as to how these would be taught, assessed and examined and the implications for text choices.	AIS Survey (x1)	Syllabus materials will clarify ways that different media and technologies can be integrated in student learning and assessment.

5.5 Diversity of learners

Summary

This section of the survey attracted a range of comments from many respondents. As English is the only mandatory subject for the Higher School Certificate, the English (Standard) course attracts a large and diverse candidature.

Most responses on this issue indicated that more flexibility and choice in prescribed texts would greatly assist in meeting the diversity of learners in the course. There was also very strong support for the removal of the requirement to study related texts for examination purposes. It was suggested that greater flexibility in the course structure would provide more opportunities for differentiation, and that a reduction in content would allow more time for teachers to engage students and better address skills development.

Various suggestions were made as to how best to address the needs of students studying Life Skills courses. Some respondents noted that the modules in the Standard course are conceptually challenging for the development of Life Skills outcomes and content. A number of respondents supported the proposal that Life Skills outcomes and content be aligned with the content in the English Studies course. It was suggested that more explicit literacy teaching and learning could be incorporated in the syllabus and that creative writing could be removed from the external examination.

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

Feedback	Sources
Life Skills outcomes and content can be linked to regular syllabus outcomes and content, while still allowing for programs to be developed to address individual student needs. Life Skills should support students to develop functional skills in English, as well as providing insights into cultural values and ethics. Teacher-selected texts need to focus on assisting students with transition to post-school environments including the workplace. Suggested materials could be made available on the BOSTES website.	Survey (x10)
The alignment of Life Skills outcomes and content with the English Studies course is supported.	Survey (x9)

Key matters raised and actions

Key matters raised	Sources	Actions
<p>Prescribed texts</p> <p>Catering for the diversity of learners is best achieved by greater flexibility and choice in text selection:</p> <ul style="list-style-type: none"> • Texts need to be selected that suit the capabilities of less able English students who need to study the Standard course. • A wider choice of texts should be provided, with fewer drawn from the literary 'canon' and more contemporary texts (in particular Drama texts). • Current groupings and prescription of traditional text types limit engagement with 21st-century texts. • Greater flexibility in module and text combinations would be helpful, such as allowing students to study a film plus multimedia plus non-fiction texts for examination purposes. • Texts should include a technological aesthetic, and there should be a focus on visual literacy. 	<p>AIS Bankstown (CM) Survey (x19)</p>	<p>Consideration will be given to greater diversity in the range of prescribed texts for the new syllabus.</p>
<p>Related texts</p> <p>Many students in the Standard course have difficulty finding appropriate related texts. Removing this requirement from the examination would allow more time for teachers to engage students in greater depth with their prescribed texts.</p>	<p>AIS Armidale (CM) Bankstown (CM) BCC Camberay (CM) DoE ETA Pennant Hills (CM) Submission 3 Survey (x9) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>	<p>The requirement for students to study related texts for the English (Standard) examination will be removed.</p>
<p>Other matters</p> <p>Reducing the course content and providing broader, less demanding options would assist in meeting the diversity of learners in the Standard course.</p>	<p>AIS Survey (x5)</p>	<p>The new syllabus will have reduced course content and increased flexibility to meet the needs of the diversity of learners.</p>
<p>The Fundamentals of English course needs to be reviewed once the new Stage 6 courses are developed.</p>	<p>AIS</p>	<p>The place of the Fundamentals of English course will be reviewed once the new English (Standard) and English (EAL/D) courses are completed.</p>

Key matters raised	Sources	Actions
Assessment requirements should be made more flexible.	AIS Survey (x1)	Assessment requirements will be simplified to provide greater flexibility.

5.6 Course structure and options

Summary

Overall, Option 1 was preferred, with respondents describing it as the most accessible and engaging for the Standard candidature (with the exception of the Year 12 common content). Option 2 was the second most popular, with comments favouring its explicit focus on the craft of writing. Option 3 attracted the least support: views were mixed on the suitability of the *Genres* module, and several other modules in this Option were considered less engaging and/or more difficult.

The draft writing brief foreshadowed that a combination of the three proposed Options was a possible outcome of the consultation process. Many respondents favoured a pattern of modules drawn from more than one Option. In particular, there was very strong support for replacing the Year 12 common content in Option 1 (*Representation Through Language*) with the common content proposed in Option 2 (*Texts and Human Experiences*).

The proposed common content for the Year 11 course (*Reading to Write: Creative and Critical Texts*) received strong support. The Year 11 modules that were most strongly endorsed were *Contemporary Possibilities* and *Close Study of Literature*. The Year 12 modules that received strong support were *Close Study of Literature*, *Identity, Culture and Values* and *Texts and Society*.

The place of creative writing in the curriculum and in the examination generated much discussion and comment. Some survey respondents stated that there is insufficient time in the current Standard course to devote to the development of students' writing skills. However, mixed views were expressed about a writing-based module integrated across two other modules, and questions were raised as to how it would be programmed and examined.

There was almost unanimous support for the proposal to remove the requirement for related texts as part of HSC examination responses. Respondents indicated that this change would allow for a greater focus on the prescribed texts. It was also noted that personal text choices can be more effectively monitored by teachers via school assessment, and that examination setting would be simplified.

The proposal for a common Year 11 course for English (Standard) and English Studies was not supported. Almost all respondents noted that it was neither feasible nor desirable for the Standard course to have significant content in common with English Studies (particularly given the common content with the Advanced course). A number of respondents also noted that English Studies was introduced to cater for students whose needs were not well met by the current Standard course, which has a strong literary focus.

Responses were divided on the suggestion for a common Semester 1 study for English Studies and the Standard course. Some people favoured this structure as they felt it would assist in managing student transition between the two courses. The majority of respondents, however, commented that it would disadvantage students in the Standard course and/or that English Studies should retain its current flexibility and distinct role in the suite of courses.

Feedback affirming the course structure and options

Feedback	Sources
The current course is overloaded, so a reduction in content is welcomed. Three modules in Year 11 will allow for deeper engagement.	AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) ETA Pennant Hills (CM) Survey (x2) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)
The more structured approach to the Year 11 course is supported.	AIS DoE
The removal of the 'Area of Study' from the common content is supported.	AHISA AIS DoE Submission 3 Survey (x1) Sydney (CM)
The study of texts focuses sufficiently on opportunities to investigate the qualities of the text, and the ideas and intentions expressed in the text.	AIS Survey (x45)
All three Options provide sufficient flexibility for students whose post-school study plans change during Year 11.	AIS Survey (x32)
The proposed course is better tailored to the needs of the majority of students that study the Standard course.	Survey (x4)
Year 11 Modules <i>Reading to Write: Creative and Critical Texts</i> This module is appropriate as the common content across both the Standard and Advanced courses in Year 11.	Armidale (CM) Bankstown (CM) Cammeray (CM) DoE NSWTF Pennant Hills (CM) Submissions 1, 3 Tumbi Umbi (CM) Wollongong (CM)
<i>Contemporary Possibilities</i> This module is well suited for the Standard course. It also provides welcome flexibility for teachers.	AHISA AIS Armidale (CM) Bankstown (CM) Cammeray (CM) NSWTF Pennant Hills (CM) Submissions 1, 3 Survey (x3) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)

Feedback	Sources
<p><i>Close Study of Literature</i></p> <p>This module is supported. It should be a key component of the Year 11 course. It provides a good basis for the Year 12 course.</p>	<p>AHISA AIS Armidale (CM) Bankstown (CM) Camberay (CM) NSWTF Pennant Hills (CM) Submissions 1, 3 Survey (x2) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>
<p><i>Teacher-developed module</i></p> <p>Such a module would enhance flexibility, and assist in meeting the needs of the diversity of learners.</p>	<p>AIS Armidale (CM) Pennant Hills (CM) Survey (x2) Tumbi Umbi (CM)</p>
<p>Year 12 modules</p> <p><i>Texts and Human Experiences</i> is the most appropriate module for the common content for Standard and Advanced in the Year 12 course. It is accessible and will encourage student engagement with texts. It removes the narrowing constraint of the present Area of Study framework, while still providing students with a broad focus and anchor for exploring ideas in texts.</p>	<p>AIS Bankstown (CM) BCC Camberay (CM) DoE NSWTF Pennant Hills (CM) Submissions 1, 3 Survey (x30) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>
<p><i>Identity, Culture and Values</i></p> <p>This module is supported.</p>	<p>AIS Bankstown (CM) Camberay (CM) Pennant Hills (CM) Sydney (CM) Tumbi Umbi (CM)</p>
<p><i>Close Study of Literature</i></p> <p>This module is well supported. It provides a structured approach to textual analysis, which suits students in the Standard course.</p>	<p>AIS Armidale (CM) Bankstown (CM) Camberay (CM) Pennant Hills (CM) Submission 1 Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)</p>
<p><i>Texts and Society</i></p> <p>This module is supported as appropriate for the Standard course.</p>	<p>AHISA AIS BCC Submission 1 Sydney (CM) NSWTF</p>

Key matters raised and actions

Key matters raised	Sources	Actions
Course structure The Year 12 course could be reduced to three modules, to allow for greater depth of study and skills development.	AIS Bankstown (CM) DoE ETA Survey (x3) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	The Year 12 course will retain four modules, but content demands will be reduced. For example, the requirement to study related texts for examination purposes will be removed.
Modules should not focus on specific modes, but should demonstrate an integrated approach. They should provide for the study of texts in different modes to highlight aspects, concepts or processes that underpin English as a subject.	DoE ETA	Classroom learning experiences will require the integration of modes in all modules.
Opportunities to study literary texts should be included in all modules, as should fundamental processes such as close study, wide reading, composition and critique.	ETA	All modules will provide opportunities to study literary texts and engage in these fundamental processes.
Relationship with English Studies The proposal for a common Year 11 course for English (Standard) and English Studies students is not supported. It is not feasible, given the need to retain common content between the Standard and Advanced courses. English Studies and English (Standard) are designed to cater for different cohorts and purposes.	AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) CEOSYD DoE ETA NSWTF Pennant Hills (CM) Survey (x33) Sydney (CM) Tumbi Umbi (CM) Wollongong (CM)	English (Standard) and English Studies will remain discrete courses.
A common Semester 1 study across the two courses is not supported. The separate purposes, identity and integrity of each course should be retained.	AIS Armidale (CM) Bankstown (CM) Cammeray (CM) CEOSYD NSWTF Survey (x28) Tumbi Umbi (CM) Wollongong (CM)	There will not be a common Semester 1 study for English (Standard) and English Studies.

Key matters raised	Sources	Actions
Year 11 Modules <i>Reading to Write: Creative and Critical Texts</i> This module lacks a concrete focus for Standard students. It revisits too many elements of Stage 5. The module <i>Narratives that Shape our World</i> (proposed for the Advanced course) is preferred as the common content.	AIS	This module will be reviewed and developed as the common content of the Year 11 course.
The purpose of the proposed portfolio of writing in this module needs clarification and very clear guidance. Inclusion of a portfolio seems to pre-empt decisions about course assessment.	AHISA AIS CCSOBB NSWTF	The intention is that the portfolio be an on-going collection of a student's work samples produced through the study of this module. Further advice regarding assessment will be developed during syllabus development.
The reference to 'suggested quality texts' in this module needs to be clarified.	NSWTF	Further advice about quality texts will be provided in support materials.
<i>Close Study of Literature</i> This module seems more challenging than the corresponding module in the Year 12 course.	CEOSYD	The relationship between these two modules will be further considered during draft syllabus development.
<i>Visual, Multimodal and Digital Communication</i> More detail is required about this module. It is not clear how literature would be accommodated. Assessing digital technologies and multimodal texts raises concerns. There would be a need for substantial professional development/support for teachers.	AHISA BCC CEOSYD Survey (x2) Sydney (CM)	Opportunities for development of knowledge, understanding and skills about digital technology and multimodal texts, and the concepts of language and landscape, may be integrated across content.
The content of this module could be integrated across other modules, such as <i>Contemporary Possibilities</i> .	Bankstown (CM) Camberay (CM) Pennant Hills (CM) Submission 1 Survey (x2) Wollongong (CM)	
<i>Language and Landscape</i> This module was not well supported. It would be a difficult focus for students, and the range of suitable texts would be limited. It would be too narrow to create electives within it.	AHISA AIS CEOSYD ETA Submission 3 Survey (x4) Sydney (CM) Tumby Umbi (CM)	

Key matters raised	Sources	Actions
<p><i>Teacher-developed module</i></p> <p>A fourth module in the Year 11 course is too much content.</p>	Bankstown (CM) CEOSYD Sydney (CM)	This module will not be included in the draft syllabus.
<p>Year 12 modules</p> <p><i>Texts and Human Experiences</i></p> <p>The reference in this module to ‘a range of short texts in a variety of forms and media’ needs clarification and review.</p>	AHISA AIS CEOSYD NSWTF Sydney (CM)	Further advice regarding short texts will be provided in the draft syllabus.
<p><i>Representation Through Language</i></p> <p>This module is generally considered too conceptually challenging for the Standard course.</p>	AIS Survey (x18) Sydney (CM)	These modules will not be included in the draft syllabus.
<p>This module does not provide adequate direction or clarity for students.</p>	AHISA	
<p><i>Genres</i></p> <p>This module is too restrictive and/or difficult for the Standard candidature to be considered as common content.</p>	AHISA AIS Bankstown (CM) CEOSYD NSWTF Submission 3 Survey (x28) Sydney (CM)	
<p><i>Identity, Culture and Values</i></p> <p>This module could be engaging for students, but some concepts may prove difficult for the Standard candidature.</p>	AHISA	This module will be revised and included in the draft syllabus as <i>Language, Identity and Culture</i> .
<p>This may be a worthwhile module, but needs clearer development.</p>	NSWTF	
<p><i>Texts and Society</i></p> <p>The purpose of studying ‘individually chosen texts’ in this module is questioned. It will be difficult to engage reluctant readers, given such texts are not going to be examined.</p>	AHISA AIS	Further information regarding the role of these texts will be provided in the draft syllabus.

Key matters raised	Sources	Actions
<p><i>Textual Comparisons</i></p> <p>It was considered that this module may be:</p> <ul style="list-style-type: none"> too challenging for the Standard candidature limiting with regards to text choice and to the focus on language specifically as a means of representation. 	<p>AHISA AIS Bankstown (CM) BCC CEOSYD NSWTF Pennant Hills (CM) Sydney (CM)</p>	<p>These modules will not be included in the draft syllabus.</p> <p>The reduction in content will allow more time for teachers to focus on areas of skills development, including writing skills.</p>
<p><i>The Craft of Writing</i></p> <p>The course should provide more opportunities for students to develop their writing skills.</p>	<p>AHISA ETA Submissions 1, 3 Survey (x6)</p>	
<p>The proposal for this module to be integrated into other modules raises concerns about programming.</p>	<p>AIS Bankstown (CM) CEOSYD Survey (x1)</p>	
<p>Rather than a separate module, the content should be integrated with other modules and/or form part of the Year 11 course.</p>	<p>CEOSYD Survey (x2) Sydney (CM)</p>	
<p>This module potentially has too much overlap with the common content.</p>	<p>NSWTF</p>	

5.7 Assessment and reporting

Summary

In relation to school-based assessment, many respondents commented that the assessment components and weightings in the current course are overly complex and need to be changed. Another matter raised is that some of the modes mandated for assessment, particularly 'representing', are very challenging for the Standard candidature. The requirement to assess listening was also questioned by some respondents.

Some respondents raised and questioned the inclusion and retention of creative writing in the HSC examination. There was neither significant support for retaining or removing creative writing from the HSC examination. Some respondents suggested creative writing be included as a requirement of school-based assessment. There was very strong support for removing the requirement for related texts in the external examination. There were also a number of comments on other aspects of the examinations, suggesting changes to the structure, components and length of the papers.

Several survey respondents commented that the information on assessment and examining was insufficiently detailed to allow them to comment.

Feedback affirming the information on assessment and reporting

Feedback	Sources
The removal of the related texts requirement in the external examination is supported.	AIS Armidale (CM) Bankstown (CM) BCC Cammeray (CM) DoE ETA NSWTF Pennant Hills (CM) Submission 3 Survey (x9) Sydney (CM) Tumby Umbi (CM) Wollongong (CM)

Key matters raised and actions

Key matters raised	Sources	Actions
School-based assessment There needs to be greater flexibility and simplicity in the modes and weightings for assessment.	AIS Armidale (CM) Bankstown (CM) Cammeray (CM) ETA Pennant Hills (CM) Survey (x9) Tumby Umbi (CM) Wollongong (CM)	The assessment modes and weightings will be reviewed and simplified during syllabus development.
The mandatory assessment of 'representing' should be reconsidered as it is difficult for many Standard students.	AHISA Armidale (CM) Bankstown (CM) Cammeray (CM) Pennant Hills (CM) Survey (x3) Sydney (CM) Tumby Umbi (CM) Wollongong (CM)	Assessment and examination specifications will be reviewed during syllabus development.
The assessment requirement for listening needs review as it is outdated and difficult within the constraints of the modules and texts.	AHISA Bankstown (CM) Survey (x5) Sydney (CM)	Consultation on the draft syllabus will include opportunities to provide feedback on any proposed changes to assessment.
The limit of 30 per cent on examination-type tasks is problematic, and should be increased.	AHISA AIS Survey (x1)	
Related texts could be a requirement for school assessment.	ETA NSWTF	
Examinations The examination is too onerous and should be simplified and reduced in length. A single three-hour paper is the preferred option.	Armidale (CM) DoE Survey(x8) Sydney (CM) Tumby Umbi (CM) Wollongong (CM)	Assessment and examination specifications will be reviewed during syllabus development. Consultation on the draft syllabus will include opportunities to provide feedback on any proposed changes to assessment.
A single three-hour examination may not adequately assess all components of the course. The examination must maintain the balance between the creative and critical components and assess all aspects.	NSWTF	
The modules should have equal weighting in the examination, to reflect the proposed equal study time.	AIS	
The examination components should be reduced, to allow students more time to read and to write their responses.	Survey (x2)	

Key matters raised	Sources	Actions
The use of technology in assessment raises equity, security and practical issues.	AIS Survey (x9)	
If online assessment is introduced, students should retain the option to handwrite their responses.	Survey (x2)	
The common content between the Standard and Advanced courses should be removed or examined separately. There should be more opportunities for Standard students to achieve Band 6.	NSWTF Survey (x7)	A common performance scale for the Standard and Advanced courses will be retained. Common content is required for student achievement across both courses to be validly reported.

5.8 Other comments

Summary

The majority of respondents indicated that the draft writing brief was a sound basis for developing the final writing brief. Comments suggested that the course will be more manageable for students, and will provide time for deeper learning. However, some respondents indicated that it provided insufficient detail in relation to outcomes, course structure, and/or assessment requirements.

Feedback affirming the draft writing brief

Feedback	Sources
The draft writing brief provides a sound basis for developing the final writing brief.	Survey (x39)

Key matters raised and actions

Key matters raised	Sources	Actions
There is insufficient detail in the draft writing brief. All outcomes should have been included for consultation feedback. Specific assessment components and weightings are needed in order to respond fully.	CCSOBB CEOSYD NSWTF Survey (x10)	The current course outcomes will be re-ordered and reviewed, and feedback from the consultation will be taken into account as part of the revision process. Consultation on the draft syllabus will include opportunities to provide feedback on the detail of any proposed changes to the outcomes and assessment.
More clarity is needed about Course Structure and Options such as text requirements and the number of modules to be studied.	AIS	The draft syllabus will clarify course structure and options including modules and text requirements.
While the cross-curriculum priorities and general capabilities are supported in principle, in practice they may be difficult to address, given the complex matrix of syllabus requirements.	AHISA CEOSYD	Learning across the curriculum content will be embedded in the descriptions of content, while ensuring subject integrity is maintained.

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
Rationale							
1. The proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.	80	21%	73%	5%	1%		
2. The proposed rationale reflects a contemporary view of the course.	79	20%	66%	14%	0%		
Aim							
3. The proposed aim provides a statement of the overall purpose of the syllabus.	77	25%	69%	4%	3%		
Objectives							
4. The proposed objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study in this course.	76	21%	72%	7%	0%		
Outcomes							
5. The sample of outcomes is appropriate.	76	18%	58%	18%	5%		
Course structure and options							
6. Prefer Option 1	27					56%	44%
7. Prefer Option 2	13					27%	73%
8. Prefer Option 3	8					17%	83%
9. Please indicate in order of preference your preferred common content module for English Standard and Advanced: <i>Representation Through Language</i> – first preference	12						
<i>Representation Through Language</i> – second preference	23						
<i>Representation Through Language</i> – third preference	18						
<i>Texts and Human Experience</i> – first preference	30						
<i>Texts and Human Experience</i> – second preference	17						

Survey Item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree	Yes	No
<i>Texts and Human Experience</i> – third preference	5						
<i>Genres</i> – first preference	12						
<i>Genres</i> – second preference	12						
<i>Genres</i> – third preference	28						
10. Does the study of texts focus sufficiently on opportunities to investigate the qualities of the text, and the ideas and intentions expressed in the text?	50					90%	10%
11. Would a common Semester 1 study for English Standard and English Studies better inform student choices for HSC English?	50					44%	56%
12. Would a single course for English Standard and English Studies provide more flexibility to meet the learning and credentialling needs of students?	49					33%	67%
13. Does Option 1 provide sufficient learning experiences for students whose post school study plans change during the Preliminary Year?	46					78%	22%
14. Does Option 2 provide sufficient learning experiences for students whose post school study plans change during the Preliminary Year?	46					72%	28%
15. Does Option 3 provide sufficient learning experiences for students whose post school study plans change during the Preliminary Year?	46					70%	30%
16. Is there another structure or option BOSTES should consider?	42					50%	50%
General							
17. 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.	52	10%	65%	21%	4%		

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

Individuals providing a written submission or survey will not be identified in the published report.

Organisations, groups and individuals	Code
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools of NSW	AIS
Catholic Education Office Sydney	CEOSYD
Community of Catholic Schools Office – Diocese of Broken Bay	CCSOBB
English Teachers' Association of NSW	ETA
NSW Department of Education	DoE
NSW Teachers Federation	NSWTF
TAFE NSW – Western Sydney Institute (OTEN)	Submission 1
Individual Respondent	Submission 2
Individual Respondent	Submission 3