



**English (Standard)
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 1 of this writing brief.

The development of the *English (Standard) 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 the English Standard 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 (Standard) 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
- selected Years 11–12 Life Skills outcomes and content appropriate to their learning needs provided in the English Studies and English (Standard) Senior Years draft syllabuses.

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 (Standard) key

i for your information

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

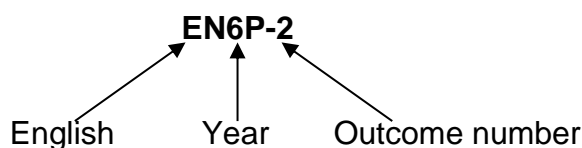
Outcome coding

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 English 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 the Australian Curriculum English subject should be considered for the Senior Years English (Standard) 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:

- 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 (Standard) Senior Years

Language reflects and shapes how we view others, the world and ourselves. The English (Standard) course is designed for students to become proficient in English to enhance further study, and their personal, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English (Standard) offers a rich language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.


Students engage with texts that include widely acknowledged quality literature from the past and present from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret and reflect ways of thinking.

In their study of English students continue to develop their analytical, critical and imaginative faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They become imaginative, confident and critical users of a range of texts from electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. They develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

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 include reference to:
 - 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
 - the integration of the modes of reading, writing, speaking, listening, viewing and representing
 - students being encouraged to value a range of approaches to texts
 - the relevance of studying English to students' understanding of themselves and their world.

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

The aim of English 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, 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 (Standard) 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.
- Outcomes and content will reflect the progression of learning and extension of skills.

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 English (Standard) 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:
<ul style="list-style-type: none"> responds to and composes sophisticated, sustained and engaging texts for interpretive, analytical, imaginative and pleasurable purposes 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> selects, evaluates and justifies the use of processes, skills and knowledge used for responding to and composing texts in different media and technologies
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

- Re-order and review the current course outcomes for clarity and alignment with the K–10 outcomes, to ensure a continuum of learning.
- Ensure that the outcomes appropriately reflect the expected achievement of students in the Standard course, and clearly distinguish it from Advanced. For example, in Outcome 1, the word ‘sophisticated’ could be replaced by ‘effective’.
- Some outcomes need redrafting so that they more clearly articulate student progression. For example, ‘evaluate’ in the proposed Outcome 2 is very similar to ‘critically assess’ in Stage 5 (EN52A).
- Subjective terms, such as ‘nuanced’ should be avoided and the term ‘pleasurable purposes’ should be replaced.

- Ensure that the Life Skills outcomes are aligned to the English Studies and English Standard course outcomes.

8. Course structure

i for your information

The following provides an outline of the course structure for the English (Standard) 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 (Standard) Senior Years

	English (Standard)	Indicative hours
Year 11 course (120 hours)	Common Content – Reading to Write: Creative and Critical Texts	40
	Contemporary Possibilities	40
	Close Study of Literature	40
Year 12 course (120 hours)	Common Content – Texts and Human Experiences	30
	Language, Identity and Culture	30
	Close Study of Literature	30
	Texts and Society: The Craft of writing	30
Hours	Year 11: 120 indicative hours, 3 modules, 40 hours per module Year 12: 120 indicative hours, 4 modules, 30 hours per module	
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. Students are required to study four different types of texts as prescribed texts in Year 12.	

Actions for writers and key considerations

- The syllabus should provide greater flexibility and scope to cater for the diverse learning needs of students studying the English (Standard) course. Provide a range of optional electives within the modules set for the Year 12 course.
- In the 'Close Study of Literature' modules a continuum of learning from the Year 11 module to the Year 12 module needs to be evident.

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

Content for Year 11

(120 hours minimum teaching time)

Common content – Reading to Write:
Critical and Creative Texts (first
module)

Contemporary Possibilities

Close Study of Literature

These descriptions are broad summaries only. They are not intended as rubrics.

Reading to Write: Critical and Creative Texts

In this module, students engage in intensive reading, studying and analysing suggested quality texts that provide examples of different types of writing, including informative, persuasive and imaginative writing. Schools may also select quality texts to address the needs and interests of their students. Students further develop skills in comprehension, analysis, interpretation and evaluation. The texts provide models for the students to develop increasing command of their own written expression, empowering them to employ language imaginatively, critically, accurately and appropriately. Students gain further understanding of how their own distinctive voice may be formulated. They develop a portfolio of their own crafted writing, including a range of texts for a variety of audiences and purposes.

Contemporary Possibilities

In this module, students extend their knowledge and understanding, as they analyse and respond to a range of texts that are typically used in contemporary technologies, including those used for film, television, the mass media, advertising, online environments, social media and professional communications.

Students explore, investigate and analyse the ways that different communication technologies shape the language and structure of texts and the ways the texts may be read. The unit includes detailed study of one digital or multimedia text.

Close Study of Literature

In this module, students explore and analyse the way that language is used in literary texts. The module includes close study of one literary print text, such as a novel, play or a selection from the work of one poet. They analyse the ways in which the writers of the text construct meaning. They examine the language forms and conventions that are particular to the relevant literary form, and the ways that authors use, manipulate and/or challenge those conventions. Through the module, students develop their understanding of the use and effects of style, tone and mood. They further develop their critical skills to analyse and assess the ways themes, issues or ideas are presented. They engage with the text to respond imaginatively and to compose their own texts.

Content for Year 12

(120 hours minimum teaching time)

Common content – Texts and Human Experiences

Close Study of Literature

Language, Identity and Culture

Texts and Society: The Craft of Writing

These descriptions are broad summaries only. They are not intended as rubrics.

Texts and Human Experiences

Students consider how authors have intended texts to represent and convey meanings related to individual and/or collective human experiences. They also consider how these texts represent human qualities and emotions associated with, or arising from, these experiences. They explore, interpret, analyse and evaluate the ways language is used in these representations in a range of short texts in a variety of forms and media. They also undertake study of one prescribed text. They make increasingly informed judgements about how aspects of these texts, such as context, purpose, register, structure, stylistic and grammatical features, and other features, contribute to the representation of human experiences, qualities and emotions. They compose their own analytical, interpretive and imaginative texts.

Language, Identity and Culture

In this module, students focus on ways in which language in texts reflects and shapes meanings conveyed about individual identities and cultural perspectives. They consider how their own perceptions of culture can be shaped through texts. Students will explore cultural perspectives and how they are conveyed in texts. They respond to and compose a wide range of texts in order to expand their understanding of the nature of culture and identity. The module includes detailed study of one prescribed text.

Close Study of Literature

Students engage in detailed analysis of the distinctive features of a text. They engage in interpretation of the text, developing understanding of how the ideas, forms and language of the text interact and affect those responding to it. Students explore how authors aesthetically and imaginatively portray people, ideas and events in texts. They produce creative, imaginative and analytical personal responses to, and interpretations of, the text, basing their judgements on a detailed knowledge of the text and its language features.

Texts and Society: The Craft of Writing

In this module students will explore, analyse and create texts for social situations. They develop their understanding of how texts communicate information, ideas and belief systems related to areas of society. Students will examine at least two short, prescribed texts that demonstrate the expressive, aesthetic and imaginative qualities required to effectively communicate ideas. Students will experiment with a variety of language forms and features to craft texts that allow them to constructively and ethically engage with the world around them.

Actions for writers and key considerations

- The module descriptions, above, should be used as the basis for development of the English (Standard) module descriptions for the draft syllabus.
- The course content is to provide opportunities for engaging and challenging learning, and maintain the balance between creative and critical components across all modules.
- All modules should provide opportunities to study literary texts and engage in fundamental processes such as close study, wide reading, composition and critique.
- Analyse and select Australian curriculum content English 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.
- The course should support deeper engagement with texts and a stronger focus on skills development, particularly writing skills.
- Content should be carefully monitored to reflect the indicative time of the course.
- The role of ‘individually chosen texts’ in the ‘Texts and Society’ module needs to be clearly articulated.
- In designing the modules (particularly ‘Contemporary Possibilities’), greater opportunities for students to study visual, multimodal and digital texts should be considered.
- The portfolio in the ‘Reading to Write’ module is intended to be an ongoing collection of a student’s work samples produced through the study of this module.
- The draft writing brief referred to ‘suggested quality texts’ in the module ‘Reading to Write’ and to ‘a range of short texts in a variety of forms and media’ in the ‘Texts and Human Experiences’ module. There is no intention to create a ‘stimulus book’ of short texts.

- 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

Outcome

A student:

- responds to and composes sophisticated, sustained and engaging texts for interpretive, analytical, imaginative and pleasurable purposes EN6PS-1A

Students:


Engage personally with texts

- Appreciate, explain and respond to the aesthetic qualities and the power of language in increasingly sophisticated range of texts
- Relate responses to aspects of human experience
- discuss and reflect on the wider issues arising from their engagement with texts



Develop and apply contextual knowledge

- Analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative informative and persuasive texts
- Analyse and explain how texts are created in and for different purposes (ACEEN001)

Understand and apply knowledge of language forms and features

- Analyse the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
- Evaluate the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts. (ACEEN007) 
- Analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)

Respond to and compose texts

- compose personal responses to texts and consider the responses of others
- develop and present information and ideas in a range of texts in analytic, expressive and imaginative ways 
- Express complex ideas for a range of audiences and purposes in personal, social, historical, cultural and workplace contexts
- Compose sustained texts in different forms, structures, modes and media for different purposes, audiences and contexts 

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 EN6PS-3B

Students:

Engage personally with texts

- Engage with complex language forms and features and structures of texts in meaningful, contextualised and authentic ways


Develop and apply contextual knowledge

- Apply existing knowledge, skills and understanding about language to access and express complex information and ideas
- Understand how responses to texts, including students own responses, are influenced by personal, social and cultural context (ACEEN009)

Understand and apply knowledge of language forms and features

- Analyse how a variety of language forms and features, and structures are used in particular texts and assess their effects on meaning
- Identify the effects of language forms and features and structures of particular texts
- Use accurate spelling, punctuation, syntax and metalanguage (ACEEN017)
- Analyse how language choices are made for different purposes and in different contexts use appropriate metalanguage; for example, personification, voice-over, flashback, salience

Respond to and compose texts

- Create oral, written and multimodal texts appropriate for different audiences, purposes and contexts using appropriate form, content style and tone (ACEEN011) 
- Compose texts to address different purposes and audiences within workplace and other contexts

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 (Standard) 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


i 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 (Standard).

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 course content needs to be reduced, to allow more time for deeper engagement and skills development.</p>	<p>The new course will have reduced content.</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>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>Catering for the diversity of learners in English (Standard) is best achieved by greater flexibility and choice in text selection.</p>	<p>Consideration will be given to providing greater diversity in the range of prescribed texts for the new syllabus.</p>
<p>The removal of the related texts requirement in the external examination is strongly supported.</p>	<p>The requirement for students to study related texts for the English (Standard) examination will be removed.</p>
<p>The prescribed modes and weightings for school assessment are unnecessarily complex, and hinder the development of valid assessment tasks.</p>	<p>The assessment modes and weightings will be reviewed and simplified.</p>
<p>The examination is too onerous and should be reduced in length and components.</p>	<p>The examination specifications will be reviewed as part of the syllabus development process and further consultation will occur on this issue.</p>