



**English Studies  
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 Studies 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 Studies 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 Studies 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 Studies key

**i** for your information

The following codes will be used in the English Studies Senior Years draft syllabus.

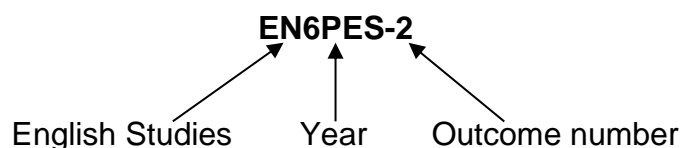
### Outcome coding

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
11	P
12	H

In the English Studies 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 Essential English subject should be considered for the Senior Years English Studies course.

### 3. Rationale

**i** for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Senior Years curriculum
- how it prepares students for post-school pathways.

#### **Proposed rationale for English Studies Senior Years**

English Studies focuses on supporting students to consolidate literacy skills and to refine skills and knowledge in English to enhance their personal, social, educational and vocational lives. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

The course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. The course develops students' language, literacy and literary skills.

Students comprehend, analyse, interpret and evaluate the ideas, values, language forms and features, and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. They respond to and compose a wide variety of oral, written and multimodal texts, including literary, digital and media texts, to extend experience and understanding, and to fulfil a variety of purposes. They strengthen their ability to access information and assess its reliability, and synthesise knowledge gained from a range of sources. Responding to and composing texts also provide students with opportunities to develop and appreciate in the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.


This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

**Actions for writers and key considerations**

- Include the overarching rationale for English as the mandatory subject in Senior Years.
- Review the emphasis on analysis and evaluation of texts and language, to ensure it is appropriate for the English Studies course and candidature.



#### **4. The place of the English Studies 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 Studies Senior Years**

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

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

- The aim is to be revised as a single overarching aim that is common to all Senior Years English courses.
- Review the aim to ensure consistency of length, detail and complexity with other senior syllabuses.

## 6. Objectives

**i** for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

### Proposed objectives for English Studies 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:

- develop further skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, employment and citizenship
- develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of texts and how language, text structure, stylistic features and register combine in texts to convey meaning and influence responses
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately, and in creating texts, including literary, multimodal and digital texts, for a variety of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on their learning
- reflect on their attitudes and assumptions in relation to their learning and interaction with others.

#### Values and attitudes

Students will value and appreciate:

- the communicative power of the English language when used effectively, clearly, accurately and imaginatively in its various textual forms.

#### Actions for writers and key considerations

- The first objective is central to the English Studies course.
- The second objective should be reviewed to ensure it reflects an appropriate level of conceptual challenge for the English Studies candidature and clearly distinguishes it from the English (Standard) course.

## 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 Studies Senior Years

Outcomes will be developed during draft syllabus writing. The following table presents a sample of some of the proposed outcomes.

<b>Year 11</b> A student:	<b>Year 12</b> A student:
1. responds to short and extended texts to develop knowledge, understanding and appreciation of how language is used to convey meaning	1. responds analytically and imaginatively to a range of short and extended texts to develop knowledge, understanding and appreciation of how language is used to convey meaning
2. explores the ideas and values in texts	2. identifies, describes and explains the ideas and values in texts
3. identifies and appreciates specific language forms and features that convey meaning in texts	3. identifies, explains and appreciates how specific language forms and features convey meaning in texts
4. composes texts in different forms, including literary, written, spoken, visual, multimodal and digital texts	4. composes a range of texts in different forms, including literary, written, spoken, visual, multimodal and digital texts for different audiences, purposes and contexts
5. identifies and uses strategies to understand sustained written, spoken, visual, multimodal and digital texts for different purposes and contexts	5. effectively identifies, uses and evaluates strategies to understand sustained written, spoken, visual and multimodal and digital texts for different purposes and contexts

### Actions for writers and key considerations

- Reorder and review the current course outcomes for alignment with the K–10 outcomes, to ensure a continuum of learning.
- The importance of skills development for students' personal lives and post-school pathways should be reflected in the outcomes.
- Compare and correlate the English Studies outcomes with the English (Standard) outcomes, checking for:
  - consistency in the focus, organisation and terminology
  - suitability to the needs, interests and abilities of English Studies students
  - sufficient and appropriate discrimination between the two courses.

## 8. Course structure

**i** for your information

The following provides an outline of the course structure for the English Studies Senior Years draft 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 Studies Senior Years

	English Studies	Indicative hours
Year 11 course (120 hours)	Mandatory module – Achieving Through English: English and the Worlds of Education, Careers and Community	30-40 hours
	An additional 2–4 modules to be studied	20-30 hours each
Year 12 course (120 hours)	Mandatory module – We Are Australians: English in Citizenship, Community and Cultural Identity	30-40 hours
	An additional 2–4 modules to be studied	20-30 hours each
Hours	Year 11: 120 indicative hours, 3–5 modules, 20–40 indicative hours per module Year 12: 120 indicative hours, 3–5 modules, 20–40 indicative hours per module	
Text requirements	Students are required to study a wide range of texts, including one substantial print text (novel, biography or drama) and one substantial multimodal text (film or television series) in each of Years 11 and 12.	

### Actions for writers and key considerations

- The current English Studies draft syllabus, revised modules and additional modules are to be used as the basis for draft syllabus development.
- One or more of the elective modules can be designated for Year 11 only. Most modules should be available for either Year 11 or Year 12, to provide flexibility to cater effectively to the diversity of learners, and to provide scope to align Life Skills outcomes and content. The progression between Year 11 and Year 12 can be reinforced through the outcomes and the progression in the mandatory modules.

## 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 Studies Senior Years draft syllabus will be organised in the following way:

#### Content for Year 11

(120 hours minimum teaching time)

Achieving Through English: English and the Worlds of Education, Careers and Community (mandatory module)	BOSTES Developed Module
	BOSTES Developed Module
Optional BOSTES Developed Module	Optional Teacher Developed Module

#### Content for Year 12

(120 hours minimum teaching time)

We Are Australians: English in Citizenship, Community and Cultural Identity (mandatory module)	BOSTES Developed Module
	BOSTES Developed Module
Optional BOSTES Developed Module	Optional Teacher Developed Module

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

## Year 11 mandatory module

### **Achieving Through English: English and the Worlds of Education, Careers and Community**

Students gain understanding and practical competence in the use of language, learning to use English accurately and appropriately for senior studies, for further education and in seeking employment. They experience texts that show, through imaginative use of language, the variety and richness of people's working, schooling and community lives.

## Year 12 mandatory module

### **We Are Australians: English in Citizenship, Community and Cultural Identity**

Students develop competence in using language to conduct their lives as citizens, in tasks such as applying for passports, filling in electoral documents, following local, state and federal government procedures, and speaking and writing letters of opinion on community issues. Through literary texts, they will broaden their understanding of relationships between personal identity, individual rights and community responsibilities.

## Sample elective modules

### **In the Marketplace: English and the World of Business**

Students develop knowledge and skills in comprehending terminology, styles and appropriate language forms for general issues and topics related to business. Work in this module supports confident understanding of texts that explain, hypothesise and present arguments related to significant Australian business projects, innovations and specific individuals.

### **On the Road: English and the Experience of Travel**

Students develop further proficiency in how English is used by travel journalists, filmmakers and the travel industry. They develop skills in using English for practical purposes associated with travel. They appreciate how texts can teach us about different places and cultures and about the profound effects journeying can have on human lives.

### **Part of the Family: English and Family Life**

Students develop understanding of and proficiency in using language related to the nature of families and the roles of the family within communities. They gain skills in comprehending informative texts such as reports, fact sheets, brochures and feature articles. They appreciate how literature portrays relationships within families and the experiences of individuals within family networks.

### **Landscapes of the Mind: English and the Creative Arts**

Students develop understanding and proficiency in language related to the visual and performing arts. They develop skills in responding to and producing texts such as catalogues, programs, promotional material and reviews. They experience literary texts that explore the world of artistic endeavour through imaginative language. They consider the role of the arts in the lives of individuals and communities.

### **Discovery and Investigation: English in the Sciences**

Students develop proficiency in language related to science as it is manifested in everyday life. They develop skills in explanation and discussion of general scientific issues and topics, and in understanding and writing reports, fact sheets and informative feature articles. Literary texts studied explore discovery and research and the lives of scientists in an imaginative way.

### **The Big Screen: English in Filmmaking**

Students explore the ways English is used in the production, promotion, reception and criticism of films. They engage with a range of films, including narrative and documentary films. They consider the power of films to influence thoughts, feelings and behaviour, and the language and techniques used by writers and filmmakers to achieve this impact.

### **Playing the Game: English in Sport**

Students explore how language is used by sports journalists, writers, coaches, players and makers of films and documentaries. They consider how language is used in sport to motivate and enthuse, to report and analyse individual performances, and to create and sustain interest in sporting stories and issues. Study of literary texts will show how sport can spark enduring stories about legendary feats, ambition, success, failure and remarkable individuals.

## **Sample content page**

### **Outcome**

A student:

- responds to short and extended texts to develop knowledge, understanding and appreciation of how language is used to convey meaning EN6PES-1

Students:

Engage personally with texts

- engage with short and extended texts in a range of forms and media in order to extend their skills in comprehending and responding to texts
- develop knowledge and understanding of a number of literary texts, including longer texts such as novels, biographies, autobiographies, films, documentary television series and plays
- make personal connections with texts (ACEEE003)
- identify similarities and differences between own responses to texts and responses of others (ACEEE018)


Develop and apply contextual knowledge

- consider how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- investigate the ways in which main ideas, values and supporting details are represented in social, community and workplace texts (ACEEE019)



- identify and describe the ways in which text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
- compare and evaluate differing perspectives of events, people, achievements and communities that are presented in texts

#### Understand and apply knowledge of language forms and features

- identify, comprehend and use information and ideas communicated in different textual forms, technologies and media of production 
- understand how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes (ACEEE009)
- use structural and language features, for example, visual and aural cues, to identify main ideas, supporting arguments and evidence (ACEEE001)
- examine the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games (ACEEE021)

#### Respond to and compose texts

- undertake the study of texts to extend their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively
- locate and extract information and ideas from texts, for example, skim reading for general sense and scanning for key information (ACEEE008)
- use strategies for planning, recording sources of information and proofreading (ACEEE014)
- recognise and draw connections between life choices and future possibilities through discussion and reflective writing.

### **Outcome**

A student:

- composes texts in different forms, including literary, written, spoken, visual, multimodal and digital texts EN6PES-4

Students:

#### Engage personally with texts

- compose a variety of texts using a range of textual forms, technologies and media of production
- carry out research by accessing, analysing and evaluating the usefulness of a range of resources in different modes and media

- use strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets (ACEEE010)
- investigate and experiment with the use of narrative features, for example, point of view in film, fiction and video games (ACEEE007)

#### Develop and apply contextual knowledge

- plan, organise and implement projects, both individually and in groups, in response to particular social, cultural, workplace or community issues and contexts ★
- identify goals and project stages, identify and allocate roles and tasks, and set deadlines
- locate and select information from a range of sources (ACEEE022)
- select the media of presentation, and edit and collate material for presentation

#### Understand and apply knowledge of language forms and features

- use appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (ACEEE011) 🧑🏫
- select text structures, language features and visual techniques to communicate and represent ideas and information (ACEEE026)
- identify and use language for explaining, instructing, hypothesising and presenting arguments
- develop appropriate vocabulary and use accurate spelling, punctuation and grammar (ACEEE013)

#### Respond to and compose texts

- summarise ideas and information presented in texts (ACEEE017)
- use persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (ACEEE025)
- compose reports, essays and other forms of short and extended responses necessary for secondary school studies
- use strategies for planning, drafting and proofreading, and appropriate referencing (ACEEE028).

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

- The sample module descriptions, below, should be used as the basis for the development of the English Studies course content, in addition to the range of modules available in the current English Studies draft syllabus.
- The module descriptions should provide clarification of content focus and the expected knowledge, skills and understanding to be developed.

- Analyse and select Australian curriculum content from Essential 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.
- Content should be carefully monitored to reflect the indicative time of the course.
- The suggested texts are to be reviewed for currency and appropriateness.
- The option to incorporate a school-developed module will enable schools to cater to the specific needs, interests and abilities of students. However, clear guidelines regarding the development of such modules are to be included in the draft syllabus, to address parity.
- Appropriate and authentic opportunities to develop knowledge, understanding, skills, values and attitudes specific to learning across the curriculum areas should be identified by icons.

## 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 Studies Senior Years**

### **Personal and social capability**

Students develop personal and social capability as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. There are many opportunities for students to develop personal and social capability in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. English provides students with opportunities to reflect on their own and others' learning and to assess and adapt their individual and collaborative skills for learning with increasing independence and effectiveness.

### **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. Senior Years Life Skills advice

 for your information

The Senior Years Life Skills outcomes and content are developed from the Senior Years objectives of the English Studies Senior Years draft syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the English Studies Senior Years curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Senior Years outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum -planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum-planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

The English Studies Senior Years draft syllabus will provide information, consistent with the information provided in K–10 syllabuses, which relate to:

- who is eligible to undertake Senior Years Life Skills outcomes and content
- how Life Skills outcomes and content should be implemented
- assessment and reporting of Life Skills outcomes and content.

## 12. English Studies Senior Years Life Skills outcomes

**i** for your information

Life Skills outcomes are presented alongside Senior Years outcomes below, and may be used to explore content related to each outcome.

The Life Skills outcomes can also be viewed as two outcomes tables:

- a table of Life Skills outcomes, which shows the syllabus objectives and all Life Skills outcomes
- a table of Life Skills and related syllabus outcomes, which shows the relationship between Life Skills and Senior Years outcomes.

### Proposed Life Skills outcomes for English Studies Senior Years

<p><b>Objective 1</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• develop further skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, employment and citizenship</li> </ul>		
<p><b>Life Skills outcomes</b> A student:</p>	<p><b>Year 11 outcomes</b> A student:</p>	<p><b>Year 12 outcomes</b> A student:</p>
<ul style="list-style-type: none"> <li>• comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment</li> <li>• writes to communicate information for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• responds to short and extended texts to develop knowledge, understanding and appreciation of how language is used to convey meaning</li> <li>• composes texts in different forms, including literary, written, spoken, visual, multimodal and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>• responds analytically and imaginatively to a range of short and extended texts to develop knowledge, understanding and appreciation of how language is used to convey meaning</li> <li>• composes a range of texts in different forms, including literary, written, spoken, visual, multimodal and digital texts for different audiences, purposes and contexts</li> </ul>

#### Actions for writers and key considerations

- Develop Life Skills outcomes from the objectives of the English Studies course.
- There should be a continuum of learning from the Stage 5 English Life Skills outcomes and content.
- Life Skills outcomes should be aligned with the English Studies course outcomes where appropriate.

### 13. English Studies Senior Years Life Skills content

**i** for your information

The Senior Years Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

#### Proposed Life Skills content for English Studies Senior Years

##### Outcome 4.5

A student:

- comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment.

**Related English Studies Senior Years outcomes: EN6PES-1, EN6PES-2, EN6PES-5**

##### Content

Students:

Use public libraries to select a variety of written material

- borrow fiction or non-fiction books
- locate and borrow other written material such as magazines and CD-ROMS

Select written material to read for recreation and leisure

- purchase magazines from newsagents
- browse through books in shop and choose one to buy

Read to gain information for personal purposes

- read transport timetable for details of arrivals and departures
- use books, CD-ROMs and the Internet to research information for hobbies and interests
- find phone number for theatre or cinema in telephone directory

Interpret text presented in a variety of formats

- read text in computer formats to locate goods and services
- read labels on food packets to identify ingredients
- read text in book to find information
- read newspapers to check employment opportunities



Read and interpret instructions to complete tasks required in a range of training and employment situations

- to complete a TAFE course assessment
- to operate a piece of machinery

Read and interpret a range of technological and print material in order to gather information

- use a variety of sources to obtain written information including libraries and the Internet
- read information relevant to their topics of interest

Read and respond to a range of personal, imaginative and informative texts taken from literature and other sources

- autobiographies
- novels
- travel guides
- poetry

Skim, scan, interpret, discard and use relevant information when researching a topic

- skim through a book or scan visual material to select relevant information
- highlight, bookmark and make notes on relevant information

Distinguish between fact and opinion in texts

- read and discuss newspaper feature columns and editorials
- list the facts contained in environmental group pamphlets and forest industry publications

Identify and describe different perspectives in a variety of texts on the same topic

- compare English and Australian newspaper accounts of a cricket match
- compare advertising material and a *Choice* magazine article on an appliance.

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

- Life Skills content should be developed from the Life Skills outcomes.
- Content developed for Life Skills should align with the English Studies and English (Standard) course structure and modules as appropriate.

## **14. 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.

## 15. 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 HSC course.

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

- Teachers require additional support and guidance regarding school-based assessment and reporting requirements for English Studies.
- The assessment weightings and components need to be simplified and made less restrictive.

## 16. Appendix I

### Broad directions from consultation

The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of the NSW Stage 6 English syllabuses.

1. In the revision of the courses, consideration be given to how the courses provide flexibility to meet the needs of all students.
2. In the revision of the courses consideration be given to ensuring an appropriate progression from the outcomes and content of the English K–10 Syllabus.
3. The modules and electives in all courses require revision to provide greater clarity and scope for the development of a range of electives appropriate to the course candidature.
4. The content prescribed for each of the revised courses
  - be carefully monitored to reflect the indicative time of the course
  - be reviewed for relevance and opportunities for engaging and challenging learning
  - maintain the balance between the creative and critical components of each course.
5. The number of related texts, particularly for English (Standard) be reviewed.
6. More flexibility is required in determining the pattern of texts that may be studied in English (Standard), English (Advanced) and English (ESL) to provide broader choice for teachers and students.
7. The internal assessment requirements for HSC English (Standard), English (Advanced) and English (ESL) be simplified while maintaining a balance across the modes and components.
8. The inclusion of more explicit literacy content in the English (Standard), English (ESL) and English Studies courses must ensure a balance and integration with the study of literature.
9. The review of HSC examination specifications for English Extension 1 considers the sophisticated demands of this course and ensures appropriate time is provided for students to demonstrate their learning.
10. The rationale, outcomes and content of the Stage 6 English Life Skills course be reviewed to better meet the needs of the students for whom the course is intended, as well as provide an appropriate progression from Stage 5 English Life Skills outcomes and content and alignment with the regular Stage 6 English courses where appropriate.

## 17. Appendix II

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

Key matters	Actions
<p>The English Studies course is needed and valued as a non-ATAR pathway for students.</p>	<p>The integrity of the English Studies course as a non-ATAR pathway will be maintained.</p>
<p>The course focus on developing students' communication skills is well suited to students' needs, interests and abilities.</p>	<p>Course outcomes, content and assessment will be reviewed as part of the syllabus development process, taking into account students' communication skills.</p>
<p>The English Studies course in its current form prepares students for post-school pathways and links appropriately to workplace and vocational pathways.</p>	<p>Consideration will be given to a broad range of relevant personal, community and workplace contexts.</p>
<p>Catering for the diversity of learners in English Studies is best achieved by greater flexibility and choice in course content and text selection.</p>	<p>Consideration will be given to providing flexibility in content and text choices during syllabus development.</p>
<p>Combining English Studies and English (Standard) would have a negative effect on both courses and would disadvantage many students.</p>	<p>English Studies and English (Standard) will remain discrete courses.</p>
<p>An external examination for English Studies would be counter-productive and is not required.</p>	<p>There will be no HSC examination for the English Studies course.</p>