



English (Advanced) Stage 6

Draft Writing Brief

October 2015

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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 the 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 the [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#) document.

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in section 2 of this Draft Writing Brief.

The development of the *English (Advanced) Stage 6 Draft Writing Brief* takes account of the broad directions.

The Draft Writing Brief:

- proposes the nature and number of courses within each learning area
- proposes options for course structures
- provides information about how Australian curriculum content may be modified, reordered and supplemented for inclusion in the draft syllabus.

Following consultation on the Draft Writing Brief, a Consultation Report, detailing feedback received and the key matters arising from consultation, will be published. The BOSTES endorsed final Writing Brief will inform the directions for draft syllabus development.

The draft syllabus for English (Advanced) Stage 6 will be available for consultation during 2016. It 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.

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:

Students with 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.

2. Broad directions

The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of 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. Both the Preliminary and HSC 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.

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 development of Draft Writing Briefs will determine 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.

3. Rationale

 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
- what the theoretical underpinnings are
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum.

 consult

Proposed rationale for English (Advanced) Stage 6

Language shapes our understanding of ourselves and our world. In the Preliminary and HSC English (Advanced) courses, students explore opportunities that sophisticated and challenging language and texts offer to investigate complex and visionary ideas, to identify, analyse and emulate powerful and creative ways to use language, and to find enjoyment.

The Advanced English courses are designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students analyse appreciate and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literary texts from the past and present and from Australian and other cultures. They study challenging written, spoken and visual texts.


Students have opportunities to become sophisticated and creative communicators. They learn to use language in subtle and complex ways to express experiences, ideas and emotions. They refine their understanding of, and their capacity to both analyse and skilfully manipulate the relationship between, language and meaning. They do this through critical study and through sophisticated, creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They gain experience in researching, accessing, evaluating and synthesising information from a range of sources to fulfil a variety of purposes.

Through exploring processes of composition and response, students develop understanding of how language is employed to create aesthetic expression in texts. They consider the different ways in which texts may reflect and/or challenge and extend the conventions of other, sometimes earlier, texts. They consider the meanings conveyed in these texts, and how this is achieved. They learn about different ways of

reading that may in turn produce differing meanings and may reflect attitudes and values.

Students 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 reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

4. Aim

 for your information

In NSW syllabuses, the aim provides a succinct statement 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.

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Proposed aim for English (Advanced) Stage 6

The aim of English (Advanced) in Stage 6 is to enable students to analyse, understand, enjoy and appreciate how language is used to shape understanding of ourselves and the world and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

5. Objectives

 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.

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Proposed objectives for English (Advanced) Stage 6

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.

6. Outcomes

 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.

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Up to 10 outcomes will be developed for each year. The following table presents a sample of some of the proposed outcomes.


Proposed outcomes for English (Advanced) Stage 6

Preliminary outcomes A student:	HSC outcomes A student:
1. responds to and composes and evaluates a range of complex, sustained and nuanced texts for interpretive, analytical, imaginative and pleasurable purposes	1. responds to and composes and evaluates a range of complex, sustained and nuanced texts in a variety of media and technologies for a wide variety of purposes
2. selects, uses and evaluates a specific range of skills, processes and knowledge appropriate for responding to and composing complex texts in specific media and technologies	2. strategically selects, evaluates and justifies the use of specific skills, processes and knowledge used for responding to and composing complex texts in specific media and technologies
3. identifies, selects and uses specific language forms, features and structures of texts appropriate to specific purposes, audiences and contexts and evaluates their effect on meaning	3. strategically selects, uses and justifies the use of specific language forms, features and structures of texts for specific purposes, audiences and contexts and skilfully evaluates their effects on meaning

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the English (Advanced) Stage 6 Syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

 consult

Proposed options and course structure for English (Advanced) Stage 6

Rather than stipulate a single approach the Draft Writing Brief proposes options for possible course structure. The consultation process will inform the final structure which may be one of the options, or may involve a combination of the ideas presented.

Overview of the options for English (Advanced)

	Option 1	Option 2	Option 3
Preliminary	Common Content – Reading to Write: Creative and Critical Texts	Common Content – Reading to Write: Creative and Critical Texts	Common Content – Reading to Write: Creative and Critical Texts
	Critical Study of Literature	Independent Research	Narratives that Shape Our World
	From Interpretation to Experimentation	Experience of Shakespeare	Experience of Shakespeare
HSC	Common Content – Representation Through Language	Common Content – Texts and Human Experience	Common Content – Genres
	Textual Conversations	Comparison of Texts	Textual Conversations
	Critical Study of Literature	Critical Study of Literature	Critical Study of Literature
	Shaping Vistas: Language and Landscape	Transforming Texts; Wide Reading	Shaping Vistas: Language and Landscape
Indicative hours	Preliminary	120 indicative hours, 3–4 modules, 30–40 hours per module	
	HSC	120 indicative hours, 4 mandatory modules, 30 hours per module	

See pages 14–19 for Options 1–3 and corresponding course structures. Note that the order in which the options are presented does not indicate any preference.

Preliminary English (Advanced)

Option 1	Common Content – English (Standard), English (Advanced)	Module 1	Module 2
Title	Reading to Write: Creative and Critical Texts	Critical Study of Literature	From Interpretation to Experimentation
Description NB This description is a broad summary only. It is not intended as a rubric.	In this module, students engage in intensive reading, studying 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.	The focus of this module is critical and evaluative study of a substantial literary text. The study further develops students' understanding and capacity to evaluate how the authors' ideas, form, structure and language interact within the text and may affect those responding to it. Students also gain awareness of the text's contexts of composition and reception. They develop their own interpretation of the text, basing their judgements on evidence drawn from the text. They have opportunities to appreciate and articulate views about the aesthetic and imaginative aspects of the text. Students compose their own critical and creative texts in response to the work selected for study.	In this module, students undertake close study of a single text in order to transform it. They interpret and analyse the text's construction, content and language in order to reinvent it. Students experiment with different modes, media, genres and contexts in their transformation of texts. They undertake research of a specific text and its transformations and reinvent it by adapting a specific aspect of the text for different audiences, contexts or mediums. These adaptations may complement, challenge or alter the original text. Students document the evolution of their interpretations, research and reflections on both the original and created texts.
Indicative hours	120 indicative hours, 3–4 modules, 30–40 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.		
Summary of proposed revisions	<ul style="list-style-type: none"> • Mandatory common content is included for English (Standard) and English (Advanced). • Two further modules are prescribed for study, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students. 		

HSC English (Advanced)

Option 1	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Representation Through Language	Textual Conversations	Critical Study of Literature	Shaping Vistas: Language and Landscape
Description NB This description is a broad summary only. It is not intended as a rubric	In this module, students explore, analyse and evaluate authors' representation of ideas, events, people and places in texts. They analyse and evaluate how textual structures and language forms and features represent and convey beliefs, attitudes and values. Students develop informed judgements about the relationships between the text and its contexts of production and reception and how these contexts shape the representations evident in the text and affect responses to the text. Students study and analyse a range of short prescribed texts as well as individually chosen texts. They compose their own analytical, interpretive and imaginative texts.	In this module, students identify, interpret, analyse and evaluate the textual features, conventions, contexts and values of two prescribed texts that resonate with each other. The two texts may be connected through their exploration of similar ideas, events or issues. Students explore individual and common textual features, concepts and values and evaluate the effectiveness of these features. They compose a range of critical, interpretive and imaginative texts in a range of modes and mediums for different audiences.	In this module, students respond analytically, critically and imaginatively to a single substantial literary text, gaining detailed knowledge and understanding of the text. Students develop their own individual responses to, and interpretations of, the text, by exploring, analysing and evaluating language forms and features used by the author. They explore, analyse and evaluate the ideas, values and assumptions of the text in the light of their own experiences, ideas and values. In response to the text, they compose critical, interpretive and imaginative texts for different audiences and purposes.	Students explore the use of language in texts to portray the natural environment and landscapes. They analyse how language features serve to express ideas, evoke emotions and create mood related to landscape and the natural world, engendering a range of responses from different audiences. Students analyse, evaluate and appreciate how composers use language skilfully and imaginatively to represent natural environments and landscapes. They study a prescribed text and texts from a range of forms and media. Students produce analytical, critical, creative and imaginative texts to explore the importance of landscapes in their own lives, and the lives of others.
Hours	30	30	30	30
Text requirements	Students will study at least five types of prescribed text, one drawn from each of the following: Shakespearean drama, prose fiction, drama, poetry, and nonfiction or film or media or multimedia. Students will also study a wide range of texts selected by their teachers and of their own choosing.			
Summary of proposed revisions	<ul style="list-style-type: none"> The HSC Common Content – Area of Study is replaced with Representation Through Language as Common Content with English (Standard). This module will require students to study a range of different types of short prescribed texts that will comprise one of five mandatory texts. Module 1 provides opportunity to consider flexible text combinations, such as an autobiography and a biography about one person. 			

Preliminary English (Advanced)

Option 2	Common Content – English (Standard), English (Advanced)	Module 1	Module 2
Title	Reading to Write: Creative and Critical Texts	Independent Research	Experience of Shakespeare
Description NB This description is a broad summary only. It is not intended as a rubric	In this module, students engage in intensive reading, studying 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.	In this module, students negotiate with their teachers to undertake a research task on the body of work of an author, on a literary period, or on an English-related research focus of their own choice. Students have the opportunity to develop a greater knowledge of a variety of sources of information and to develop skills in the synthesis of complex information. They develop an understanding of how research may lead to different types of product, be it critical, analytical, creative or imaginative. At the conclusion of the module, students prepare a presentation discussing their research, reflection and findings.	In this module, students undertake a close study and develop an individual response to one of Shakespeare’s plays. They analyse and evaluate language forms and features to develop further knowledge and understanding of Shakespearean English and an awareness of the context in which Shakespeare’s plays were written and performed. Students investigate the ideas, values and assumptions in the text and assess these against their own ideas and values. They have opportunities to read and view the play, which may include live performance, and critically evaluate its dramatic qualities. Students have opportunities to further develop skills in writing extended analytical and creative responses.
Indicative hours	120 indicative hours, 3–4 modules, 30–40 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.		
Summary of proposed revisions	<ul style="list-style-type: none"> • Mandatory common content is included for English (Standard) and English (Advanced). • Two further modules are prescribed for study, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students. 		

HSC English (Advanced)

Option 2	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Texts and Human Experiences	Comparison of Texts	Critical Study of Literature	Transforming Texts; Wide Reading
Description NB This description is a broad summary only. It is not intended as a rubric	Students consider how texts may represent 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.	In this module, students identify, interpret, analyse and evaluate the textual features, conventions, contexts and values of two prescribed texts from the same genre or two texts composed by the same author. Students explore individual and common textual features, concepts and values and evaluate the effectiveness of these aspects. They compose a range of critical, interpretive and imaginative texts in a range of modes and mediums for different audiences.	In this module, students respond analytically, critically and imaginatively to a single substantial literary text, gaining detailed knowledge and understanding of the text. Students develop their own individual responses to, and interpretations of, the text, by exploring, analysing and evaluating its language forms and features. They explore, analyse and evaluate the ideas, values and assumptions of the text in the light of their own experiences, ideas and values. They compose critical, interpretive and imaginative texts for different audiences and purposes.	This module will require students to respond to and create texts that represent a specific person, idea or event. Students read widely to explore representations of a specific cultural figure, symbol or story. Through transforming a source text related to the specific person, idea or event, students will evaluate, and experiment with, how language is used to create and manipulate expectations, beliefs and values in earlier and later texts. This option has the potential to be examined in the HSC through transformation of an extract from the prescribed text.
Hours	30	30	30	30
Text requirements	Students will study at least five types of prescribed text, one drawn from each of the following: Shakespearean drama, prose fiction, drama, poetry, and nonfiction or film or media or multimedia. Short texts in Module 1 comprise one prescribed text. Students will also study a wide range of texts selected by their teachers and of their own choosing.			
Summary of proposed revisions	<ul style="list-style-type: none"> HSC Area of Study component is replaced with Texts and Human Experiences. This module will require students to study a range of different types of short prescribed texts that will comprise one of five mandatory texts. 			


Preliminary English (Advanced)

Option 3	Common Content – English (Standard), English (Advanced)	Module 1	Module 2
Title	Reading to Write: Creative and Critical Texts	Narratives that Shape Our World	Experience of Shakespeare
Description NB This description is a broad summary only. It is not intended as a rubric	In this module, students engage in intensive reading, studying 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.	In this module, students explore a range of narratives and investigate how an author’s use of textual structures, language forms and features can reveal and illuminate values and attitudes towards specific ideas, individuals and groups within society. Students come to understand that the ways we respond to and compose narratives are acts of representation shaped by the values of composers and responders alike. Students analyse how narratives have shaped specific individuals, cultures or nations and respond critically and imaginatively in a range of modes and media.	In this module, students undertake a close study and develop an individual response to one of Shakespeare’s plays. They analyse and evaluate language forms and features to develop further knowledge and understanding of Shakespearean English and of the context in which Shakespeare’s plays were written and performed. Students investigate the ideas, values and assumptions in the text and assess these against their own ideas and values. They have opportunities to read and view the play, which may include live performance, and critically evaluate its dramatic qualities. Students have opportunities to further develop skills in writing extended analytical and creative responses.
Hours	120 indicative hours, 3–4 modules, 30–40 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.		
Summary of proposed revisions	<ul style="list-style-type: none"> • Mandatory common content is included for English (Standard) and English (Advanced). • Two further modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students. 		

HSC English (Advanced)

Option 3	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Genres	Textual Conversations	Critical Study of Literature	Shaping Vistas: Language and Landscape
Description NB This description is a broad summary only. It is not intended as a rubric	Students gain knowledge about and understanding of the concept of genre in order to enrich their reading, viewing and responding practices. They examine a range of short prescribed texts drawn from one of three genres, such as crime, biography and science fiction. They also study individually chosen texts from these genres. Students read widely to explore how generic conventions are used to represent the world and they consider how texts may conform to, diverge from or challenge generic expectations. Students compose a range of short texts. They produce both creative and critical texts responding to, working within and experimenting beyond the established parameters and conventions of the prescribed genres.	In this module, students identify, interpret, analyse and evaluate the textual features, conventions, contexts and values of two prescribed texts that resonate with each other. The two texts may be connected through their exploration of similar ideas, events or issues. Students explore individual and common textual features, concepts and values and evaluate the effectiveness of these features. They compose a range of critical, interpretive and imaginative texts in a range of modes and media for different audiences.	In this module, students respond analytically, critically and imaginatively to a single substantial literary text, gaining detailed knowledge and understanding of the text. Students develop individual responses to, and interpretations of, the text, by exploring, analysing and evaluating language forms and features used by the author. They explore, analyse and evaluate the ideas, values and assumptions of the text in the light of their own experiences, ideas and values. In response to the text, they compose critical, interpretive and imaginative texts for different audiences and purposes.	Students explore the use of language in texts to portray the natural environment and landscapes. They analyse how language features serve to express ideas, evoke emotions and create mood related to landscape and the natural world, engendering a range of responses from different audiences. Students analyse, evaluate and appreciate how composers use language skilfully and imaginatively to represent natural environments and landscapes. They study a prescribed text and texts from a range of forms and media. Students produce analytical, critical, creative and imaginative texts to explore the importance of landscapes in their own lives, and the lives of others.
Hours	30	30	30	30
Text requirements	Students will study at least five types of prescribed text, one drawn from each of the following: Shakespearean drama, prose fiction, drama, poetry, and nonfiction or film or media or multimedia. Short prescribed texts in Module 1 comprise one text. Students will also study a wide range of texts selected by their teachers and of their own choosing.			
Summary of proposed revisions	<ul style="list-style-type: none"> The HSC Area of Study component is replaced with Genres. This module will require students to study a range of different types of short prescribed texts that will comprise one of five mandatory texts. Module 1 provides opportunity to consider flexible text combinations, such as an autobiography and a biography about one person. 			

8. 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 Stage 6 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 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 ⭐

9. Glossary

 for your information

A glossary will be developed for the draft English (Advanced) Stage 6 Syllabus which explains terms that will assist teachers in the interpretation of the subject.

10. Assessment and reporting

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 Preliminary and HSC courses will be developed for the draft syllabus consultation in 2016.

The information will include:

- suggested components and weightings for school-based assessment of the Preliminary course
- mandatory components and weightings for school-based assessment of the HSC course
- HSC examination specifications which describe the format of the HSC examination program for English (Advanced).

Advice about assessment in relation to the English (Advanced) syllabus is contained in [Assessment and Reporting in English \(Advanced\) Stage 6](#). This document provides general advice on assessment in Stage 6, as well as the specific requirements for the Preliminary and HSC courses.

Consultation on assessment and reporting during the Draft Writing Brief phase will focus on providing feedback about assessment and reporting practices in schools, school-based assessment requirements, the use of technology in assessment, and external assessment programs.