

English as an Additional Language or Dialect (EAL/D) 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 *EAL/D 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 EAL/D 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.

Related Life Skills outcomes and content will be included and will align with the Years 11 and 12 content in the English Studies Stage 6 Draft Syllabus.

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 will 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.

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Proposed rationale for EAL/D Stage 6

EAL/D addresses the needs of a specific group of students. The course complements the English (Standard) course and the English (Advanced) course and shares the overall aim and rationale of English. When presented at the HSC, the EAL/D course will satisfy BOSTES requirements for the study of English.

The EAL/D course focuses on English language learning and the close study of language and meaning. Students are provided with opportunities to develop and refine skills in spoken and written English. This will enable them to communicate effectively in a range of contexts and situations. Explicit and targeted English language instruction throughout the EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Stage 6 outcomes across the curriculum.

In EAL/D, students study, analyse, respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. They extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society.

EAL/D learners come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom. The EAL/D courses are designed to embrace and incorporate students' backgrounds and experiences within flexible teaching and learning programs that address this diversity, while also providing opportunities to enhance students' knowledge, understanding and appreciation of Australian society, culture, history and literature, including our nation's rich Aboriginal and Torres Strait Islander histories and cultures.

The EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement

with literature and other textual forms, will increase students' understanding of the diversity and values of Australian and other cultures.

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.




consult


Proposed aim for EAL/D Stage 6

The aim of EAL/D Stage 6 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.

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 EAL/D 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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Proposed outcomes for EAL/D


These outcomes are derived from the EAL/D objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

Preliminary A student:	HSC A student:
1. responds to and composes a range of simple and increasingly complex texts for interpretive, analytical, imaginative and pleasurable purposes	1. 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
2. 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	2. selects, evaluates and justifies the use of processes, skills and knowledge used for responding to and composing texts in different media and technologies
3. 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	3. 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

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the EAL/D 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.

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Proposed options for course structure for EAL/D 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 EAL/D

	Option 1	hrs	Option 2	hrs	Option 3	hrs
	Module		Module		Module	
Preliminary	Common Module – Language and Texts in Context	30	Language and Texts in Context	30	Language and Texts in Context	30
	Research Skills	30	Literacy Skills	30	Wide Reading	30
	Teacher-developed module	30	Analysing Language and Texts in Context	30	Visual, Multimodal and Digital Communication	30
	Preliminary Texts and Society (previous HSC Module B)	30	Language in Literature	30	Preliminary Close Study of Text	30
HSC	Listening and Speaking	30	Language and Texts in Social, Vocational and Educational Contexts	30	Texts as Representations	30
	Contemporary Issues	30	Multimedia Texts (including close study of one prescribed multimedia text)	30	Writing Craft	30
	Experience Through Language	30	Representing Experiences Through Language	30	Language, Identity and Culture	30
	HSC Texts and Society	30	Focus on Writing	30	HSC Close Study of Text	30

See pages 13–18 for Options 1–3 and corresponding course structures.

The order in which the options are presented does not indicate any preference.

Preliminary EAL/D

Option 1	Module 1	Module 2	Module 3	Module 4
Title	Language and Texts in Context	Research Skills	Teacher-developed module	Preliminary Texts and Society
Description	This module focuses on developing students' skills in reading, analysing, responding to and composing different types of texts and builds on English Stage 5. Through the module, students explore and analyse a wide variety of short written texts and text extracts. These texts will be used as models for students' own compositions. Explicit, targeted English language study centres on reading strategies and comprehension skills, and developing students' grammatical understanding and competency.	In this concurrent module, students negotiate with their teacher(s) to undertake a project-based research task over three terms. The module builds on the compulsory BOSTES HSC All My Own Work and includes opportunities for interdisciplinary and collaborative study. At the completion of the module, students present an individual project report and reflection.	This module will be developed by teachers to cater to the particular needs, interests and abilities of their EAL/D students, including their English language learning needs, interests and abilities. In the module, students use their developing English language skills to explore the ways that particular texts, forms, media, contexts or aspects of language shape meaning. The module includes close study of one text.	Students explore, analyse, respond to and compose a selection of texts that are commonly encountered in either social/vocational settings or academic settings, as per the existing HSC Module B electives for English (ESL). Explicit, targeted English language study centres on the ways that textual forms and features shape meaning and influence responders within specific situational contexts.
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> Australian and other texts, including a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media or multimedia texts. A minimum of three full-length texts studied over Years 11 and 12, including at least one text in the Preliminary year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> A more explicit and targeted focus on English language development, and on monitoring and improving the English language proficiency levels and literacy skills of individual students, integrated across all modules. Preliminary Language Study within an Area of Study component replaced with a Language and Texts in Context module focusing on reading, comprehension and writing mechanics. Includes a concurrent Research Skills module linking to the compulsory HSC All My Own Work unit, incorporating a project-based research task completed over three terms. Existing HSC English (ESL) Module B and electives transferred into Year 11 and Year 12. 			

HSC EAL/D

Option 1	Module 1	Module 2	Module 3	Module 4
Title	Listening and Speaking	Contemporary Issues	Experience Through Language	HSC Texts and Society
Description	<p>This module focuses on developing students' skills in listening, responding to and composing different types of spoken texts. Through the module, students explore and analyse a range of spoken texts and text extracts. These texts will be used as models for students' own compositions and spoken presentations. Explicit, targeted English language study centres on listening strategies and comprehension skills, pronunciation and developing students' oral language proficiency.</p>	<p>Students explore an issue or concept which relates to their perceptions of themselves and the world and they examine relationships between language and text, interrelationships among texts and values expressed in and through texts. Explicit, targeted English language study centres on:</p> <ul style="list-style-type: none"> • linguistic conventions, grammatical features and vocabulary • text structures • features of style • language use shaped by context, purpose and audience. <p>The module includes close study of one prescribed text.</p>	<p>In this module, students explore the uses of a particular aspect of language, as per the existing HSC Module A electives for English (ESL). The module includes close study of one prescribed text.</p>	<p>Students explore, analyse, respond to and compose a wide variety of texts that are commonly used and valued in either social/vocational settings or academic settings, as per the existing HSC Module B electives for English (ESL). Explicit, targeted English language study centres on the ways that textual forms and features shape meaning and influence responders within specific situational contexts.</p>
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> • A minimum of three full-length texts studied over Years 11 and 12, including at least two texts in the HSC year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> • A more explicit and targeted focus on English language development, and on monitoring and improving the English language proficiency levels and literacy skills of individual students, integrated across all modules. • HSC Language Study within an Area of Study component replaced with a reduced Contemporary Issues module, with language study given greater prominence across all Year 11 and Year 12 EAL/D modules. • Includes a dedicated Listening and Speaking module. • Existing HSC English (ESL) Module B and electives transferred into Year 11 and Year 12, to be assessed internally. 			

Preliminary EAL/D

Option 2	Module 1	Module 2	Module 3	Module 4
Title	Language and Texts in Context	Literacy Skills	Analysing Language and Texts in Context	Language in Literature
Description	This module focuses on developing students' skills in reading, analysing, responding to and composing different types of texts and builds on English Stage 5. Through the module, students explore and analyse a wide variety of short written texts and text extracts. These texts will be used as models for students' own compositions. Explicit, targeted English language study centres on reading strategies and comprehension skills, and developing students' grammatical understanding and competency.	In this concurrent module, students undertake a range of activities promoting both functional and critical literacy skills. Activities are organised around the module focus areas and texts studied in Preliminary EAL/D Modules 1, 3 and 4. Students explore and reflect on relationships between home-language literacy and English language development, and between oracy and literacy, along with different learning styles and multi-literacies, in the context of their own English language learning.	In this module, students examine the relationships between language, text and context through focused study and analysis of a range of texts. Students undertake a program of wide reading, including prose fiction, nonfiction, poetry, drama, film, media and multimedia texts. They record their responses to the texts they read and reflections on their developing skills in reading and responding in a reading journal. Explicit, targeted English language study centres on reading skills and the language of interpretation and response.	In this module, students explore and analyse the way that language is used in literary texts. They examine language forms and conventions that are particular to different types of literary texts, and the ways that composers use, manipulate and/or challenge those conventions. Through the module, students develop their understanding of the use and effects of style, tone and mood. The module includes close study of one literary text.
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> • Australian and other texts, including a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media or multimedia texts. • A minimum of four full-length texts studied over Years 11 and 12, including at least one text in the Preliminary year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> • A more explicit and targeted focus on English language development within the specific language modes and contexts specified for each module, and on monitoring and improving the English language proficiency levels and literacy skills of individual students. • Preliminary Language Study within an Area of Study component replaced with a Language and Texts in Context module focusing on comprehension and language analysis and a teacher-developed Language and Texts in Context follow-up module incorporating wide reading. • Includes a concurrent Literacy Skills module over the three terms focusing on both functional and critical literacy skills. • Includes a Language in Literature module incorporating close study of one full-length literary text. 			

HSC EAL/D

Option 2	Module 1	Module 2	Module 3	Module 4
Title	Language and Texts in Social, Vocational and Educational Contexts	Multimedia Texts	Representing Experiences Through Language	Focus on Writing
Description	Students explore, analyse, respond to and compose a wide variety of texts that are commonly used and valued in both social/vocational settings and academic settings, as per the existing HSC Module B electives for English (ESL). As they examine the role of texts in shaping meaning in specific contexts, students compare and contrast typical language structures and features, and research practices and principles that are used in a range of social, vocational and academic texts and contexts.	In this module, students explore and analyse the way that language is used in multimedia texts. They consider how different language modes are spliced together to create new and surprising textual forms. The module includes a particular focus on viewing and representing and developing students' language skills in these modes. The module includes close study of one prescribed multimedia text.	In this module, students explore the way that language is used to represent experiences across a range of texts. They investigate and analyse how textual forms and conventions, and language structures and features, are used to represent aspects of experience and shape meaning. Composition focuses on experimentation with variations of purpose, audience and form to achieve different effects in representing students' personal experiences. The module includes close study of one prescribed text.	In this module, students explore and experiment with writing for different contexts, audiences and purposes. They analyse and use language forms, conventions and techniques that are particular to different types of texts. Through the module, students refine their understanding of the use and effects of style, tone and mood, and of the ways that composers manipulate and/or challenge formal and technical conventions. They develop skills in composing creative and critical responses. The module includes close study of one prescribed text.
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> A minimum of four full-length texts studied over Years 11 and 12, including at least three texts in the HSC year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> A more explicit and targeted focus on English language development within the specific language modes and contexts specified for each module, and on monitoring and improving the English language proficiency levels and literacy skills of individual students. Includes a Multimedia Texts module, a Representing Experiences Through Language module and a Focus on Writing module, with each of these modules including close study of one prescribed text. Existing HSC English (ESL) Module B electives merged into a single Language and Texts in Social, Vocational and Educational Contexts module in order to allow for comparative study of language use across a range of contexts and to cater to students' disparate post-school pathways, to be assessed internally. 			


Preliminary EAL/D

Option 3	Module 1	Module 2	Module 3	Module 4
Title	Language and Texts in Context	Wide Reading	Visual, Multimodal and Digital Communication	Preliminary Close Study of Text
Description	In Term 1 of Year 11, all students undertake a common core module of English centring on literacy skills that builds on English Stage 5. The module focuses on comprehension, language analysis and developing students' personal, critical and creative responses. In the module, students interpret and respond to a range of short texts and text extracts and they consider how their own voice is shaped by experiences, heritages and schooling. Their skills in responding to and composing texts are extended through the study of a range of models along with structured learning activities.	In this concurrent module, students negotiate with their teacher(s) to undertake a program of wide reading, including prose fiction, nonfiction, poetry, drama, film, media and multimedia texts. Students record their responses to the texts they read and reflections on their developing skills in reading and responding in a reading journal. Explicit, targeted English language study centres on reading skills and the language of interpretation and response.	In this module, students analyse, respond to and compose a range of texts produced through digital technologies. They conduct research into the ways language is used by and adapted to digital communication. They analyse how contemporary reading practices and visual literacy are affected by, and reflected in, aspects of digital communication. They consider virtual interactions and the effect they have on social and other identities. They design texts that employ the codes, conventions and possibilities of digital communication.	In this module, students engage in focused interpretation and analysis of a text. They explore how texts communicate information and ideas. Through their study of the text, students compose personal, critical and creative responses. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and consideration of how these conventions have been used by the composer to influence responders. The module includes close study of one text.
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> • Australian and other texts, including a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media or multimedia texts. • A minimum of five full-length texts studied over Years 11 and 12, including at least two texts in the Preliminary year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> • A more explicit and targeted focus on English language development, and on monitoring and improving the English language proficiency levels and literacy skills of individual students, integrated across all modules. • Includes a common core module of English for all Year 11 students focusing on literacy skills in Term 1 – a separate EAL/D class is formed in Term 2. • Includes a Visual, Multimodal and Digital Communication module and a Preliminary Close Study of Text module, with each of these modules incorporating close study of one text. • Includes a concurrent Wide Reading module over the three terms. 			

HSC EAL/D

Option 3	Module 1	Module 2	Module 3	Module 4
Title	Texts as Representations	Writing Craft	Language, Identity and Culture	HSC Close Study of Text
Description	Students explore and analyse the ways in which texts are acts of representation. In their examination of language, students read and respond to a range of short texts and text extracts along with texts of their own choosing. Explicit, targeted English language study centres on the ways that textual forms and language structures and features are used to represent information, ideas, values and attitudes. The module also includes close study of one prescribed text.	This module further emphasises the knowledge and skills involved in the craft of writing and is integrated in a meaningful way into the content of the other modules. Students have the opportunity to study the expressive, aesthetic and imaginative qualities of the writing examined in these modules and to produce crafted written works themselves, in a range of forms, including creative, imaginative, critical, persuasive and informative. The module includes study of a prescribed series of short texts as models for students' writing.	In this module, students explore and analyse the ways that language is used to represent different aspects of our personal, social and cultural identities across a range of texts. They investigate and analyse how textual forms and conventions, and language structures and features, are used to represent aspects of experience and shape meaning. Composition focuses on experimentation with variations of purpose, audience and form to represent students' experiences, perspectives and heritages. Explicit, targeted English language study centres on the ways that textual forms and features shape meaning and represent aspects of personal identity. The module includes close study of one prescribed text.	Students engage in detailed interpretation and critical analysis of a text. They explore how texts communicate information, ideas, attitudes and values. In their study of the text, students compose personal, critical and creative responses. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and investigation and analysis of how these conventions have been manipulated by the composer in order to achieve particular effects. The module includes close study of one prescribed text.
Hours	30	30	30	30
Text requirements	<ul style="list-style-type: none"> A minimum of five full-length texts studied over Years 11 and 12, including at least three prescribed texts in the HSC year. 			
Summary of proposed revisions	<ul style="list-style-type: none"> A more explicit and targeted focus on English language development, and on monitoring and improving the English language proficiency levels and literacy skills of individual students, integrated across all modules. Includes a Texts as Representations module, a Language, Identity and Culture module and an HSC Close Study of Text module, with each of these modules including close study of one prescribed text. Includes a concurrent Writing Craft module over the four terms, to be assessed internally. Year 12 Term 4 set aside for HSC course revision and the Trial exam, along with completion of the Writing Craft module. 			

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 EAL/D 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 EAL/D.

Advice about assessment in relation to the EAL/D syllabus is contained in [Assessment and Reporting in English as a Second Language \(ESL\) 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.