



English (Extension) 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 (Extension) 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 (Extension) 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 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 (Extension) Stage 6

The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

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 (Extension) Stage 6

The aim of English (Extension) Stage 6 is to enable students to 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 English (Extension) Stage 6

Knowledge, understanding and skills

Students will develop knowledge and understanding of:

- ways in which complex texts use language imaginatively, creatively, interpretively and critically
- the cultural roles and the significance of complex texts
- how and why texts are valued.

Students will develop skills in:

- articulating sophisticated analysis of complex texts
- expressing complex ideas about the relationships between texts
- expressing imaginative, creative, interpretive and critical ideas
- extensive independent investigation
- theorising about texts and values based on analysis and understanding of complex texts and ideas
- reflecting on their own processes of learning
- sustained composition.

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 English (Extension) Stage 6

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

Preliminary
A student:
1. develops skills in articulating sophisticated analysis of complex texts
2. develops skills in expressing imaginative, creative, interpretive and critical ideas
3. develops skills in expressing complex ideas about the relationships between texts
4. understands how and why texts are valued in, and received and appropriated into, a range of contexts
5. develops skills in independent investigation, involving particular texts and/or aspects of those texts and their manifestations in various forms, and within particular cultural contexts
6. develops skills in extended composition in a range of modes and media for different audiences and purposes
7. purposefully reflects on, assesses and adapts their individual and collaborative skills with independence and increasing confidence
HSC Extension 1
A student:
1. articulates sophisticated analysis of complex texts
2. expresses imaginative, creative, interpretive and critical ideas
3. expresses complex ideas about the relationships between texts
4. distinguishes and evaluates the values expressed through texts
5. explains different ways of valuing texts

6. composes extended texts
7. develops and delivers sophisticated presentations
8. purposefully reflects on, assesses and adapts their individual and collaborative skills with independence and confidence
HSC Extension 2 A student:
1. demonstrates understanding of complex texts through analysis, interpretation, criticism and evaluation
2. develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation and expression
3. plans documents and reflects on their own processes of investigation and composition

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the English (Extension) 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 English 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.

	Option 1	hrs	Option 2	hrs
Preliminary	Texts, Culture and Values <i>(current module to be reviewed)</i>	40	Texts, Culture and Values <i>(current module to be reviewed)</i>	40
	Related Project	20	Research Methods and Independent Research Project <i>(product may be critical or creative)</i>	20
HSC Extension 1	Core Study: Values, Culture, Attitudes and Beliefs through Language <i>(This is common content with a range of prescribed texts)</i>	20	Core Study: Powerful Non-Fiction – English for passionate expression, argument, persuasion and commentary <i>(This is common content with a range of prescribed texts)</i>	20
	Module Study	40	Module Study	40
HSC Extension 2	Major Work (review of forms currently prescribed) and Reflection Statement External Examination: based on prescribed coursework/readings	60	Major Work (review of forms currently prescribed) and Reflection Statement External Examination: students respond to a question or questions requiring them to explain and evaluate the processes undertaken to develop their Major Work	60

Preliminary English (Extension)

Option 1	Module: Texts, Culture and Values	
Title	Texts, Culture and Values	Related Project
<p>Description</p> <p>This is a broad summary only. It is not intended as a rubric.</p>	<p>Students explore the ways in which aspects and concerns of texts from the past have been carried forward and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.</p> <p>Students examine a key text from the past and its manifestations in other contexts and media. Through close study they:</p> <ul style="list-style-type: none"> • consider the relationships between the text and its culture • explore the language of the text and examine the ways in which language shapes and reflects values • consider the effects of different ways of responding to the text • consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued. <p>Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including some appropriations of their choosing.</p> <p>Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.</p>	<p>This project will provide opportunities for students to develop skills in independent investigation and critical and creative thinking. Students will apply their knowledge about texts studied in this module to their own selected texts.</p> <p>Students select a key text and examine and evaluate the ways in which their selected text has been appropriated into other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.</p> <p>Students realise insights into their research and personal evaluation of the texts in imaginative and analytical compositions. This project may be undertaken concurrently with study of <i>Texts, Culture and Values</i>.</p>
<p>Indicative hours</p>	<p>40</p>	<p>20</p>
<p>Text requirements</p>	<p>Students analyse, interpret and evaluate a range of texts. They also examine a key text from the past and its manifestations in one or more recent cultures. They also explore, analyse and critically evaluate different examples of such manifestations in a range of contexts and media, including some of their choosing.</p>	

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Summary of proposed revisions	<ul style="list-style-type: none">• The Related Project provides opportunities for students to develop skills in independent investigation and critical thinking and apply the knowledge of the module to their own selection. Students also engage in the creation of imaginative, interpretive and analytical texts. The knowledge and skills involved are essential learning for students undertaking the Extension courses in the HSC year, thus strengthening the progression from Preliminary Extension and HSC Extension 1 to Extension 2.
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HSC English Extension 1

Option 1	Common Content	Modules
Title	Values, Culture, Attitudes and Beliefs through Language This is common content with a range of prescribed texts.	Module Study
Description This is a broad summary only. It is not intended as a rubric.	<p>This module requires students to investigate, explore, analyse and evaluate the ways in which language shapes and reflects values, culture, attitudes and beliefs. It allows students to focus on the language features of texts as they develop their understanding of the expression of values, culture, attitudes and beliefs in and through texts, and the processes of valuing in both composing and responding to texts.</p> <p>A prescribed number of readings and/or short texts will underpin study of this module. Students will also study a wide range of individually selected texts.</p> <p>Students will develop a range of imaginative, interpretive and analytical compositions, including some that explore the effects of language variation for a range of audiences.</p>	<p>Current modules and electives will be reviewed, and new modules may be developed. There will be two modules. Students undertake study of one elective from one of the modules.</p> <p>Possible modules may be developed for consultation including, for example:</p> <ul style="list-style-type: none"> • Author study with independent research component • Study of early texts in English, such as a selection from Chaucer's works • Study of Shakespearean drama with prescribed critical/theoretical readings • <i>English in Other Worlds</i> – a study of literary texts from another culture, such as Indian or Chinese or African texts, written in English.
Hours	20	40
Text requirements	<ul style="list-style-type: none"> • In the common content, students study a range of short prescribed texts. • The study of at least two extended texts must be selected from a prescribed text list for the Module Study. 	
Summary of proposed revisions	<ul style="list-style-type: none"> • This option proposes common content. • There will be a review of the modules and new modules may be developed. • The common content focuses on the skills of close, critical textual analysis, and it enables students to apply these skills in the analytical component of the elective module, as well as to develop skills in imaginative composition. 	

Preliminary English (Extension)

Option 2	Module: Texts, Culture and Values	
Title	Texts, Culture and Values	Research Methods and Independent Research Project
Description	<p>Students explore the ways in which aspects and/or concerns of texts from the past have been carried forward and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.</p> <p>Students examine a key text from the past and its manifestations in other contexts and media. Through close study they:</p> <ul style="list-style-type: none"> • consider the relationships between the text and its culture • explore the language of the text and examine the ways in which language shapes and reflects values • consider the effects of different ways of responding to the text • consider the ways and reasons the original text or aspects of the text and later manifestations are valued. <p>Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including some appropriations of their choosing.</p> <p>Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.</p>	<p>This module provides students with an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects. It will also provide students with a foundation of knowledge and skills for undertaking HSC English Extension 2.</p> <p>Students develop skills in accessing sophisticated literary texts and in researching texts that offer informed opinion and criticism. They further develop their capacities to analyse, evaluate and synthesise information into their own compositions.</p> <p>They carry out independent research on a subject of their choice and develop an extended work, in either a creative or analytical form.</p>
Hours	40	20
Text requirements	Students examine a key text from the past and its manifestations in one or more recent cultures. They also explore, analyse and critically evaluate different examples of such manifestations in a range of contexts and media, including some of their choosing.	
Summary of proposed revisions	<ul style="list-style-type: none"> • This option proposes that students study research methods. • The option proposes an Independent Research Project which provides opportunities for students to develop skills in independent investigation and critical thinking and apply different research methods to a subject of their choice. 	

HSC English Extension 1

Option 2	Common Content	Modules
Title	<p>Powerful Non-Fiction: English for passionate expression, argument, persuasion and commentary</p> <p>This is common content with a range of prescribed texts.</p>	Module Study
<p>Description</p> <p>This is a broad summary only. It is not intended as a rubric.</p>	<p>This common module gives students opportunities to further develop and to apply their skills and understanding relating to ways in which high-level complex texts both reflect and shape individual and social values. They extend their knowledge and understanding of the nature of impassioned compositions in English and of how those compositions wield power, sometimes with obvious intent and sometimes with great subtlety.</p> <p>For this study, students focus on non-fiction textual forms such as essays, letters, biographies, journalistic writing, speeches, multi-modal texts, such as television and film documentaries, and digital texts such as philanthropic websites.</p> <p>Students consider how challenging, sophisticated non-fiction uses language creatively and imaginatively to express and evoke strong opinions and emotions and to influence public and individual values and beliefs. They develop advanced skills in identifying the effects of aspects of language such as logic, wit, rhetoric and satire. They also identify and appreciate the aesthetic aspects of non-fictional works.</p> <p>Students analyse and evaluate a selection of short prescribed texts and a range of individually selected texts. They compose their own non-fiction texts, developing skills in using creative and imaginative language to convey emotions, ideas, arguments and beliefs.</p>	<p>Current Modules and electives will be reviewed and new modules may be developed. There will be two modules. Students undertake study of one elective from one of the modules.</p> <p>Possible modules to be developed for consultation including, for example:</p> <ul style="list-style-type: none"> • Author study with independent research component • Study of early texts in English, such as selections from Chaucer's works • Study of Shakespearean drama with prescribed critical/theoretical readings • <i>English in Other Worlds</i> – a study of literary texts from another culture, such as Indian or Chinese or African texts, written in English.
Hours	20	40
Text requirements	<ul style="list-style-type: none"> • In the common content, students study a range of short prescribed texts. • The study of at least two extended texts must be selected from a prescribed text list for the Module Study. 	
Summary of proposed revisions	<ul style="list-style-type: none"> • This option proposes common content. • New and revised modules are proposed. 	

HSC English Extension 2

Option 1	
Major Work	The Major Work consists of an extended composition based on investigation of a subject of the student's choosing. Forms for the student's Major Work within the print, visual and digital mediums will be reviewed. The Major Work is assessed through the process of its development and its realisation as a product. The process includes mandatory internal assessment at key points including a Viva Voce and a Report. Students maintain a Major Work Journal. Guidance regarding the processes of internal assessment and monitoring of students' work is to be reviewed.
Reflection Statement	Students compose a reflection statement that records and reflects on the processes and realisation of their investigation and the composition of their Major Work.
HSC Examination	Students undertake a short examination on common content consisting of a number of prescribed readings.
Hours	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the design process and document this in their Major Work Journal and Reflection Statement.
Summary of proposed revisions	<ul style="list-style-type: none"> • Students undertake an exam based on a number of prescribed readings that assesses content. • Categories within the print, visual and digital mediums will be reviewed.

HSC English Extension 2

Option 2	
Major Work	The Major Work consists of an extended composition based on investigation of a subject of the student's choosing. Forms for the student's Major Work within the print, visual and digital mediums will be reviewed. The Major Work is assessed through the process of its development and its realisation as a product. The process includes mandatory internal assessment at key points including a Viva Voce and a Report. Students maintain a Major Work Journal. Guidance regarding the processes of internal assessment and monitoring of students' work is to be reviewed.
Reflection Statement	Students compose a reflection statement that records and reflects on the processes and realisation of their investigation and the composition of their Major Work.
HSC Examination	Students undertake a short examination on the planning and processes involved in the investigation and composition of their Major Work.
Hours	60
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the design process and document this in their Major Work Journal and Reflection Statement.
Summary of proposed revisions	<ul style="list-style-type: none"> • Students undertake an examination consisting of a question or questions relating to the planning and processes involved in the investigation and composition of their Major Work. • Forms available for the students' Major Work within the print, visual and digital mediums will be reviewed. .

Preliminary Extension

Two options proposed for the Preliminary Extension course strengthen the progression to the HSC Extension courses. Both Preliminary options propose mandating a project which provides opportunities for students to further develop skills in independent investigation and critical thinking and engage in the creation of imaginative, interpretive and analytical texts, essential learning experiences for students undertaking the Extension courses in the HSC year.

HSC Extension 1

Two options for common content are proposed in the HSC Extension 1 course. Both focus on skills of close, critical textual analysis and enable students to apply these skills in the analytical component of the elective module.

HSC Extension 2

The English Extension 2 course provides students with opportunities to apply what they have learned in the English (Advanced) and Preliminary Extension courses. Both options for English Extension 2 propose a short examination assessing, for Option 1, common readings studied as part of the course, or, for Option 2, assessing understanding of planning and processes and their reflection in the Major Work.

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 (Extension) 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 (Extension).

Advice about assessment in relation to the English Extension syllabus is contained in [Assessment and Reporting in Stage 6 English Extension \(Preliminary\) and HSC English Extension 1](#) and [Assessment and Reporting in English Extension 2 Stage 6](#). These documents provide 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.