



English (Standard) 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 (Standard) 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 (Standard) 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 (Standard) Stage 6

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

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

In their study of English students continue to develop their analytical, critical and imaginative faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They become imaginative, confident and critical users of a range of texts from electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. They develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to analyse, reconsider and refine meaning and reflect on their processes of writing 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 (Standard) Stage 6

The aim of English 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 English (Standard) 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 English (Standard) 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:	HSC A student:
1. responds to and composes sophisticated, sustained and engaging 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 English (Standard) 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 (Standard) 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	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
	Contemporary Possibilities	Visual, Multimodal and Digital Communication	Visual, Multimodal and Digital Communication
	Close Study of Literature	Teacher-developed module	Language and Landscape
Close Study of Literature			
HSC	Common Content – Representation Through Language	Common Content – Texts and Human Experiences	Common Content – Genres
	Identity, Culture and Values	Close Study of Literature	Identity, Culture and Values
	Close Study of Literature	Textual Comparisons	Close Study of Literature
	Texts and Society	The Craft of Writing <i>Concurrent module integrated into study of Modules 2 and 3</i>	Textual Comparisons
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 13–18 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 (Standard)

Option 1	Common – English (Standard), English (Advanced)	Module 1	Module 2
Title	Reading to Write: Creative and Critical Texts	Contemporary Possibilities	Close Study of Literature
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 and analysing suggested quality texts that provide examples of different types of writing, including informative, persuasive and imaginative writing. Schools may also select quality texts to address the needs and interests of their students. Students further develop skills in comprehension, analysis, interpretation and evaluation. The texts provide models for the students to develop increasing command of their own written expression, empowering them to employ language imaginatively, critically, accurately and appropriately. Students gain further understanding of how their own distinctive voice may be formulated. They develop a portfolio of their own crafted writing, including a range of texts for a variety of audiences and purposes.	In this module, students extend their knowledge and understanding, as they analyse and respond to a range of texts that are typically used in contemporary technologies, including those used for film, television, the mass media, advertising, online environments, social media and professional communications. Students explore, investigate and analyse the ways that different communication technologies shape the language and structure of texts and the ways the texts they may be read. The unit includes detailed study of one digital or multi-media text.	In this module, students explore and analyse the way that language is used in literary texts. The module includes close study of one literary print text, such as a novel, play or a selection from the work of one poet. They analyse the ways in which the writers of the text construct meaning. They examine the language forms and conventions that are particular to the relevant literary form, and the ways that authors use, manipulate and/or challenge those conventions. Through the module, students develop their understanding of the use and effects of style, tone and mood. They further develop their critical skills to analyse and assess the ways themes, issues or ideas are presented. They engage with the text to respond imaginatively and to compose their own texts.
Indicative hours	120 indicative hours, 3–4 modules, 30–40 hours per module		
Text requirements	Through the Preliminary year, students are required to study Australian and other texts and to explore a range of types of quality, challenging 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. There is scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students. In this case, each of the four modules would occupy 30 hours. 		

HSC English (Standard)

Option 1	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Representation Through Language	Identity, Culture and Values	Close Study of Literature	Texts and Society
Description NB This description is a broad summary only. It is not intended as a rubric	In this module, students explore, analyse and evaluate the 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 focus on ways in which language in texts reflects and shapes meanings conveyed about individual identities, cultural perspectives and values. They consider how their own perceptions of culture can be shaped through texts. Students will explore cultural perspectives and how they are conveyed in texts. They respond to and compose a wide range of texts in order to that expand their understanding of the nature of culture and identity. The module includes detailed study of one prescribed text.	Students engage in detailed analysis of the distinctive features of a text. They engage in interpretation of the text, developing understanding of how the ideas, forms and language of the text interact and affect those responding to it. Students explore how authors aesthetically and imaginatively portray people, ideas and events in texts. They produce creative, imaginative and analytical personal responses to, and interpretations of, the text, basing their judgements on a detailed knowledge of the text and its language features.	Students explore and analyse texts used in social situations. They develop understanding of how texts communicate information, ideas, bodies of knowledge and belief systems in ways particular to or related to areas of society. They explore and analyse a variety of texts that portray the place of individuals, and the actions and reactions of individuals, in relation to society. Students explore the role of textual features in the shaping of meaning in specific contexts. They undertake study of one prescribed text as well as individually chosen texts.
Indicative hours	30	30	30	30
Text requirements	Students will study at least four texts, including three types of prescribed texts, one drawn from each of the following: prose fiction, drama, poetry, and nonfiction or film or media or multimedia. Related texts will not be required as part of responses to HSC examination questions.			
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 (Advanced). This module will require students to study and analyse a range of different types of short prescribed texts that will comprise one of four mandatory prescribed texts. Students engage with the way authors have represented themes, issues and ideas. More flexibility is provided for teachers in the selection of texts. 			

Preliminary English (Standard)

Option 2	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Reading to Write: Creative and Critical Texts	Visual, Multimodal and Digital Communication	Teacher-developed module	Close Study of Literature
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 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.	Students respond to and compose a range of texts produced through digital technologies for communication and pleasure. They conduct research into the ways language is used by and adapted to different digital communication technologies. 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.	This module will be developed by teachers to cater to the particular needs, interests and abilities of their students.	In this module, students explore and analyse the way that language is used in literary texts. The module includes close study of one literary print text, such as a novel, play or a selection from the work of one poet. They analyse the ways in which the writers of the text construct meaning. They examine the language forms and conventions that are particular to the relevant literary form, and the ways that authors use, manipulate and/or challenge those conventions. Students explore how composers aesthetically and imaginatively portray people, ideas and events in texts. Through the module, students develop their understanding of the use and effects of style, tone and mood. They further develop their critical skills to analyse and assess the ways themes, issues or ideas are presented. They engage with the text to respond imaginatively and to compose their own texts.
Indicative hours	120 indicative hours, 3–4 modules, 30–40 hours per module			
Text requirements	Through the first two modules, students are required to study Australian and other texts. They explore and analyse a range of types of quality, challenging 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). • This option is an example showing the flexibility available in all options for teachers to design a school-based module. 			

HSC English (Standard)

Option 2	Common Content – English (Standard), English (Advanced)	Module 1	Module 2
Title	Texts and Human Experiences	Close Study of Literature	Textual Comparisons
Description NB This description is a broad summary only. It is not intended as a rubric	Students consider how authors have intended texts to represent and convey meanings related to individual and/or collective human experiences. They also consider how these texts represent human qualities and emotions associated with, or arising from, these experiences. They explore, interpret, analyse and evaluate the ways language is used in these representations in a range of short texts in a variety of forms and media. They also undertake study of one prescribed text. They make increasingly informed judgements about how aspects of these texts, such as context, purpose, register, structure, stylistic and grammatical features, and other features, contribute to the representation of human experiences, qualities and emotions. They compose their own analytical, interpretive and imaginative texts.	Students engage in a detailed analysis of the distinctive features of a text. They develop further understanding of how the ideas, forms and language used by authors in a text interact within the text and may affect those responding to it. Students explore how authors aesthetically and imaginatively portray people, ideas and events in texts. They produce creative, imaginative and analytical personal responses to, and interpretations of, the chosen text, basing their judgements on a detailed knowledge of the text and its language features.	Students compare how a common issue, situation, human dilemma or emotion is reflected in a pair of texts. They explore how language has been used by the author in each text to shape meaning and to evoke a range of responses to the ideas in the texts for different audiences, purposes and contexts. Students develop their own creative and analytical responses to the texts and to the issues explored in the texts.
Hours	30	30	30
Module 3 The Craft of Writing This module is studied concurrently with, and is integrated into, Modules 1 and 2		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 two modules above. 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, analytical, persuasive and informative. The module includes study of a prescribed series of short texts as models for students' writing.	30 hours
Text requirements	Students will study at least four texts, including three types of prescribed text, one drawn from each of the following: prose fiction, drama, poetry, and nonfiction or film or media or multimedia. Related texts will not be required as part of responses to HSC examination questions.		
Summary of proposed revisions	<ul style="list-style-type: none"> • The HSC Common Content – Area of Study is replaced with Texts and Human Experiences as Common Content with English (Advanced). • The Craft of Writing module provides more time for students to compose their own texts through their study of Modules 1 and 2. • More flexibility is provided for teachers in the selection of texts. 		


Preliminary English (Standard)

Option 3	Common Content – English (Standard), English (Advanced)	Module 1	Module 2
Title	Reading to Write: Creative and Critical Texts	Visual, Multimodal and Digital Communication	Language, Landscape and Environment
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 and analysing suggested quality texts that provide examples of different types of writing, including informative, persuasive and imaginative writing. Schools may also select quality texts to address the needs and interests of their students. Students further develop skills in comprehension, analysis, interpretation and evaluation. The texts provide models for 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 range of audiences and purposes.	Students respond to and compose a range of texts produced through digital technologies for communication and pleasure. They conduct research into the ways language is used by, and adapted to, different digital communication technologies. 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.	Students explore and analyse texts that portray the influence of natural and physical landscapes and environments in everyday circumstances and/or at extraordinary or highly significant times. Students explore a range of literary and non-literary texts that portray the ways landscape and environment can frame and influence how individuals and groups interact with the world. Students analyse ways in which real and imagined landscapes and environments are evoked in texts. They also analyse how texts convey ideas and emotions about the effects of landscapes on people and situations. This module includes close study of one text.
Indicative hours	120 indicative hours, 3–4 modules, 30–40 hours per module		
Text requirements	Through the Preliminary year, students are required to study Australian and other texts and to explore a range of types of quality, challenging 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 and there is scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students. 		

HSC English (Standard)

Option 3	Common Content – English (Standard), English (Advanced)	Module 1	Module 2	Module 3
Title	Genres	Identity, Culture and Values	Close Study of Literature	Textual Comparisons
<p>Description</p> <p>NB This description is a broad summary only. It is not intended as a rubric</p>	<p>In this module, students gain knowledge about and understanding of the concept of genre in order to enrich their reading, viewing and responding practices. They explore 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 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 analytical texts responding to, working within and experimenting beyond the established parameters and conventions of the prescribed genres.</p>	<p>In this module, students focus on ways in which language in texts reflects and shapes meanings about individual identities, cultural perspectives and values. They consider how their own perceptions of culture can be shaped through texts. Students will explore cultural perspectives and how they are conveyed in texts. They respond to and compose a wide range of texts in order to that expand their understanding of the nature of culture and identity. The module includes detailed study of one prescribed text.</p>	<p>Students engage in a detailed analysis of the distinctive features of a text. They develop further understanding of how the ideas, forms and language of a text interact within the text and may affect those responding to it. Students explore how authors aesthetically and imaginatively portray people, ideas and events in texts. They produce creative, imaginative and analytical personal responses to, and interpretations of, the chosen text, basing their judgements on a detailed knowledge of the text and its language features.</p>	<p>Students compare how language is used in a pair of prescribed texts to reflect on a common issue, situation, human dilemma or emotion. They explore how language has been used in each to shape meaning and to provoke different responses to the ideas in texts. Students develop their own creative and critical responses to the texts and to the issues explored in the texts.</p>
Hours	30	30	30	30
Text requirements	<p>Students will study at least four texts, including three types of prescribed text, one drawn from each of the following: prose fiction, drama, poetry, and nonfiction or film or media or multimedia. They also study a range of short prescribed texts drawn from three genres for the common module.</p>			
Summary of proposed revisions	<ul style="list-style-type: none"> • The HSC Common Content – Area of Study is replaced with Genres as Common Content with English (Advanced). • More flexibility for teachers in the selection of texts. 			

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 (Standard) 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 (Standard).

Advice about assessment in relation to the English (Standard) syllabus is contained in [Assessment and Reporting in English \(Standard\) 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.