



English Studies Content Endorsed Course 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 Studies 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 Studies 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 Studies Stage 6


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

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

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

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

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 English Studies Stage 6

The aim of English Studies 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.

 consult

Proposed objectives for English 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:

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

Values and attitudes


Students will value and appreciate:

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

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.

 consult

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

7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the English Studies 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 structures for English Studies

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 Studies

	Option 1	Option 2	Option 3
Preliminary	Module 1 (mandatory) Achieving Through English: English and the Worlds of Education, Careers and Community	Module 1 (mandatory) Achieving Through English: English and the Worlds of Education, Careers and Community	Module 1 (mandatory) Achieving Through English: English and the Worlds of Education, Careers and Community
	An additional 2–4 modules to be selected. All modules listed in the syllabus are available for study in either the Preliminary or the HSC year. Individual schools' programs will reflect the expected progression of learning from Preliminary to HSC.	The additional 2–4 modules to be selected from a list of modules specified for study in Preliminary. The revised modules for both years of the course will reflect an expected progression of learning and challenge from the Preliminary into the HSC year.	The additional 2–4 modules to be selected from a list of modules specified for study in Preliminary. The revised modules for both years of the course will reflect an expected progression of learning and challenge from the Preliminary into the HSC year.
	Existing modules will be updated.	Existing modules will be updated.	Existing modules will be updated.

	Option 1	Option 2	Option 3
Preliminary continued	Students considering progression to the HSC English course must study a module specified as mandatory in Term 3. This unit will be designed to marry more closely with the English (Standard) Preliminary course		Students considering progression to the HSC English course must study a module specified as mandatory in Term 3. This unit will be designed to marry more closely with the English (Standard) Preliminary course.
	Schools may design one module.	Schools may design one module.	No school-designed module.
HSC	Module 1 (mandatory) We Are Australians: English in Citizenship, Community and Cultural Identity	Module 1 (mandatory) We Are Australians: English in Citizenship, Community and Cultural Identity	Module 1 (mandatory) We Are Australians: English in Citizenship, Community and Cultural Identity
	An additional 2–4 modules to be studied. All modules listed in the syllabus are available for study in either the Preliminary or the HSC year. Individual schools' programs will reflect the progression of learning from Preliminary to HSC.	An additional 2–4 modules to be selected from a list of modules specified for study in the HSC year. The revised modules for both years will reflect an expected progression of learning and challenge from the Preliminary into the HSC year.	An additional 2–4 modules to be selected from a list of modules specified for study in the HSC year. The revised modules for both years will reflect an expected progression of learning and challenge from the Preliminary into the HSC year.
	Existing modules will be updated.	Existing modules will be updated.	Existing modules will be updated.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module		
Text requirements	A wide range of texts, including one substantial print text (novel, biography or drama) and one substantial multimodal text (film or television series).		
Optional exam	Consideration may be given for students to sit a one-hour optional exam at the end of the HSC year. Achievement would be reported against the mark ranges identified in the English Studies Course Performance Descriptions. The results from this exam would not alter the non-ATAR status of the course.		

See pages 14–19 for Options 1–3 and corresponding course structures.

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

Course structure

Preliminary English Studies

Option 1	Module 1 (mandatory)	An additional 2–4 modules. One may be school-designed. One specified to be mandatory in Term 3 if students are considering transfer to HSC English (Standard). All modules listed in the syllabus are available for study in either the Preliminary or the HSC year.		
		Module 2 (sample)	Module 3 (sample)	Module 4 (sample additional mandatory unit, to be updated)
Title	Achieving Through English: English and the Worlds of Education, Careers and Community	In the Marketplace: English and the World of Business	On the Road: English and the Experience of Travel	Landscapes of the Mind: English and the Creative Arts
Description	Students gain understanding and practical competence in the use of language, learning to use English accurately and appropriately for senior studies, for further education and in seeking employment. They experience texts that show, through imaginative use of language, the variety and richness of people's working, schooling and community lives.	Students develop knowledge and skills in comprehending terminology, styles and appropriate language forms for general issues and topics related to business. Work in this module supports confident understanding of texts that explain, hypothesise and present arguments related to significant Australian business projects, innovations and specific individuals.	Students develop further proficiency in how English is used by travel journalists, filmmakers and the travel industry. They develop skills in using English for practical purposes associated with travel. They appreciate how texts can teach us about different places and cultures and about the profound effects journeying can have on human lives.	Students develop understanding and proficiency in language related to the visual and performing arts. They develop skills in responding to and producing texts such as catalogues, programs, promotional material and reviews. They experience literary texts that explore the world of artistic endeavour through imaginative language. They consider the role of the arts in the lives of individuals and communities.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module.			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules updated. If students are considering progression to the HSC English course, they study a module specified as mandatory in Term 3. This unit to be revised to marry more closely with the English Preliminary course.			

HSC English Studies

Option 1	Module 1 (mandatory)	An additional 2–4 modules. All modules listed in the syllabus are available for study in either the Preliminary or the HSC year.		
		Module 2 (sample)	Module 3 (sample)	Module 4 (sample)
Title	We are Australians: English in Citizenship, Community and Cultural Identity	Discovery and Investigation: English in the Sciences	The Big Screen: English in Filmmaking	Playing the Game: English in Sport
Description	Students develop competence in using language to conduct their lives as citizens, in tasks such as applying for passports, filling in electoral documents, following local, state and federal government procedures, and speaking and writing letters of opinion on community issues. Through literary texts, they will broaden their understanding of relationships between personal identity, individual rights and community responsibilities.	Students develop proficiency in language related to science as it is manifested in everyday life. They develop skills in explanation and discussion of general scientific issues and topics, and in understanding and writing reports, fact sheets and informative feature articles. Literary texts studied explore discovery and research and the lives of scientists in an imaginative way.	Students explore the ways English is used in the production, promotion, reception and criticism of films. They engage with a range of films, including narrative and documentary films. They consider the power of films to influence thoughts, feelings and behaviour, and the language and techniques used by writers and filmmakers to achieve this impact.	Students explore how language is used by sports journalists, writers, coaches, players and makers of films and documentaries. They consider how language is used in sport to motivate and enthuse, to report and analyse individual performances, and to create and sustain interest in sporting stories and issues. Study of literary texts will show how sport can spark enduring stories about legendary feats, ambition, success, failure and remarkable individuals.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules updated.			

Preliminary English Studies

Option 2	Module 1 (mandatory)	An additional 2–4 modules, one of which may be school designed, the others to be selected from a list of modules specified for study in the Preliminary year.		
		Module 2 (sample)	Module 3 (sample)	Module 4
Title	Achieving Through English: English and the Worlds of Education, Careers and Community	In the Marketplace: English and the World of Business	On the Road: English and the Experience of Travel	Part of the Family: English and Family Life
Description	Students gain understanding and practical competence in the use of language, learning to use English accurately and appropriately for senior studies, for further education and in seeking employment. They experience texts that show, through imaginative use of language, the variety and richness of people's working, schooling and community lives.	Students develop knowledge and skills in comprehending terminology, styles and appropriate language forms for general issues and topics related to business. Work in this module supports confident understanding of texts that explain, hypothesise and present arguments related to significant Australian business projects, innovations and specific individuals.	Students develop further proficiency in how English is used by travel journalists, filmmakers and the travel industry. They develop skills in using English for practical purposes associated with travel. They appreciate how texts can teach us about different places and cultures and about the profound effects journeying can have on human lives.	Students develop understanding of and proficiency in using language related to the nature of families and the roles of the family within communities. They gain skills in comprehending informative texts such as reports, fact sheets, brochures and feature articles. They appreciate how literature portrays relationships within families and the experiences of individuals within family networks.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module.			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules updated. Modules specified for study in either the Preliminary or the HSC year, and updated with a view to showing an expected progression of learning.			

HSC English Studies

Option 2	Module 1 (mandatory)	An additional 2–4 modules, to be selected from a list of modules specified for study in the HSC year.		
		Module 2 (sample)	Module 3 (sample)	Module 4 (sample)
Title	We Are Australians: English in Citizenship, Community and Cultural Identity	Discovery and Investigation: English in the Sciences	The Big Screen: English in Filmmaking	Playing the Game: English in Sport
Description	Students develop competence in using language to conduct their lives as citizens, in tasks such as applying for passports, filling in electoral documents, following local, state and federal government procedures, and speaking and writing letters of opinion on community issues. Through literary texts, they will broaden their understanding of relationships between personal identity, individual rights and community responsibilities.	Students develop proficiency in language related to science as it is manifested in everyday life. They develop skills in explanation and discussion of general scientific issues and topics, and in understanding and writing reports, fact sheets and informative feature articles. Literary texts studied explore discovery and research and the lives of scientists in an imaginative way.	Students explore the ways English is used in the production, promotion, reception and criticism of films. They engage with a range of films, including narrative and documentary films. They consider the power of films to influence thoughts, feelings and behaviour, and the language and techniques used by writers and filmmakers to achieve this impact.	Students explore how language is used by sports journalists, writers, coaches, players and makers of films and documentaries. They consider how language is used in sport to motivate and enthuse, to report and analyse individual performances, and to create and sustain interest in sporting stories and issues. Study of literary texts will show how sport can spark enduring stories about legendary feats, ambition, success, failure and remarkable individuals.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules updated. Modules specified for study in either the Preliminary or the HSC year, and updated with a view to showing an expected progression of learning.			


Preliminary English Studies

Option 3	Module 1 (mandatory)	An additional 2–4 modules, one of which will be mandatory in Term 3 if students are considering transfer to HSC English (Standard), the others to be selected from a list of modules specified for study in the Preliminary year.		
		Module 2 (sample)	Module 3 (sample)	Module 4 (sample additional mandatory unit)
Title	Achieving Through English: English and the Worlds of Education, Careers and Community	In the Marketplace: English and the World of Business	On the Road: English and the Experience of Travel	Part of the Family: English and Family Life
Description	Students gain understanding and practical competence in the use of language, learning to use English accurately and appropriately for senior studies, for further education and in seeking employment. They experience texts that show, through imaginative use of language, the variety and richness of people’s working, schooling and community lives.	Students develop knowledge and skills in comprehending terminology, styles and appropriate language forms for general issues and topics related to business. Work in this module supports confident understanding of texts that explain, hypothesise and present arguments related to significant Australian business projects, innovations and specific individuals.	Students develop further proficiency in how English is used by travel journalists, filmmakers and the travel industry. They develop skills in using English for practical purposes associated with travel. They appreciate how texts can teach us about different places and cultures and about the profound effects journeying can have on human lives.	Students develop understanding of and proficiency in using language related to the nature of families and the roles of the family within communities. They gain skills in comprehending informative texts such as reports, fact sheets, brochures and feature articles. They appreciate how literature portrays relationships within families and the experiences of individuals within family networks.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module.			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules specified for study in either the Preliminary or the HSC year, and updated with a view to showing an expected progression of learning. Further mandatory module, marrying with HSC English, only if students intend progression to HSC English. No school-designed module.			

HSC English Studies

Option 3	Module 1 (mandatory)	An additional 2–4 modules, to be selected from a list of modules specified for study in the HSC year.		
		Module 2 (sample)	Module 3 (sample)	Module 4 (sample)
Title	We Are Australians: English in Citizenship, Community and Cultural Identity	Discovery and Investigation: English in the Sciences	The Big Screen: English in Filmmaking	Playing the Game: English in Sport
Description	Students develop competence in using language to conduct their lives as citizens, in tasks such as applying for passports, filling in electoral documents, following local, state and federal government procedures, and speaking and writing letters of opinion on community issues. Through literary texts, they will broaden their understanding of relationships between personal identity, individual rights and community responsibilities.	Students develop proficiency in language related to science as it is manifested in everyday life. They develop skills in explanation and discussion of general scientific issues and topics, and in understanding and writing reports, fact sheets and informative feature articles. Literary texts studied explore discovery and research and the lives of scientists in an imaginative way.	Students explore the ways English is used in the production, promotion, reception and criticism of films. They engage with a range of films, including narrative and documentary films. They consider the power of films to influence thoughts, feelings and behaviour, and the language and techniques used by writers and filmmakers to achieve this impact.	Students explore how language is used by sports journalists, writers, coaches, players and makers of films and documentaries. They consider how language is used in sport to motivate and enthuse, to report and analyse individual performances, and to create and sustain interest in sporting stories and issues. Study of literary texts will show how sport can spark enduring stories about legendary feats, ambition, success, failure and remarkable individuals.
Hours	120 indicative hours, 3–5 modules, 20–40 indicative hours per module			
Text requirements	A wide range of texts, including one substantial print text (such as a novel, biography or drama) and one substantial multimodal text (such as a film or television series).			
Summary of proposed revisions	Modules updated. Modules specified for study in either the Preliminary or the HSC year, and updated with a view to showing an expected progression of learning.			

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 Studies 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 Studies.

Advice about assessment in relation to the English Studies syllabus is contained in [Reporting Achievement in HSC English Studies Stage 6 Content Endorsed Course](#). 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.