

## New Stage 6 Syllabus

**ENGLISH  
EXTENSION**

The new English Extension syllabus has been developed using the established NSW Education Standards Authority (NESA) syllabus development process. The syllabus includes Australian curriculum content and reflects the new directions of the *Stronger HSC Standards* reforms.

The *Stronger HSC Standards* reforms include:

- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

Many of the features of the current Stage 6 syllabuses have been retained, including:

- rationale
- aim
- objectives
- outcomes
- content for Year 11 and Year 12 courses.

New features of Stage 6 syllabuses include:

- Australian curriculum content identified by codes
- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

## What is similar?

Students will continue to be provided with opportunities to:

- engage in deep learning and independent research
- study a wide range of different types of text in a variety of language modes
- study texts from a prescribed text list in Year 12 Extension 1
- write an extended composition in Extension 2 with a Reflection Statement
- evaluate and reflect on their individual and collaborative learning skills in a Major Work Journal for English Extension 2.

## What is different?

- Students will have opportunities to experience texts that give insight into a wide range of social, gender and cultural perspectives, including texts by and about Aboriginal and Torres Strait Islander Peoples.
- In English Extension 1:
  - there is a focus on research methodology where students have opportunities to develop skills in independent investigation for individual project work
  - students study one mandatory module with a related project in Year 11
  - students study one common module in Year 12: *Literary Worlds*.
- In English Extension 2:
  - outcomes and content are specific to the composition process, reflection and independent learning
  - there are requirements for monitoring the Major Work Journal.

## Why is assessment changing?

The *Stronger HSC Standards* reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning
- maintain rigorous standards
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

School-based assessment requirements for English Extension have changed to reflect new outcomes, course structure and content.

## How are the school-based assessment requirements for English Extension changing?

NESA continues to promote a standards-referenced approach to assessing and reporting student achievement. The approaches of assessment for, assessment as and assessment of learning are important to guide future teaching and learning opportunities and to provide students with ongoing feedback.

Changes to school-based assessment requirements for each course include:

- mandated components and weightings for Year 11 and Year 12
- capping the number of school-based assessment tasks
- specified minimum and maximum weightings for formal tasks
- a variety of tasks to assess student knowledge, understanding and skills.

## What is the plan for implementation?

2017	2018		2019
	Term 1	Term 4	
Familiarisation and planning	<p>Start teaching new Year 11 courses for English, Mathematics, Science and History</p> <p>Start implementing new Year 11 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p>	<p>Start teaching new Year 12 courses for English, Mathematics, Science and History</p> <p>Start implementing new Year 12 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p> <p>Start implementing new HSC examination specifications</p>	First HSC examinations for new English, Mathematics, Science and History courses

## What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need modification to meet the requirements of the new syllabus.

Support materials will assist teachers in familiarisation and planning for implementation of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers in Term 1, 2017.

**Initial materials** released with the syllabus include:

- school-based assessment requirements
- assessment advice
- a parent guide to new syllabuses and assessment.

**Additional materials** to be released throughout 2017 include:

- sample scope and sequences
- sample teaching units
- sample assessment schedules
- sample assessment tasks
- advice on making adjustments for students with special education needs.

**HSC Examination Specifications** with sample materials will be released in Term 3, 2017.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW and other school systems and professional teacher associations will continue to assist and support implementation of the syllabus.

## How can I access the new English Extension syllabus?

The English Extension syllabus is available on the NESA website.

# Features of English Extension content pages

Content is organised in Years.

ENGLISH EXTENSION STAGE 6 - YEAR 11 - OBJECTIVE B

## OUTCOME 2

Home , English , English Extension Stage 6 , Course Content , Outcome 2

### Outcome

A student:

- > analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts EE11-2

### Content

Students:

Engage personally with texts

- appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning 🧠 🗣️

Develop and apply contextual knowledge

- evaluate how changing context and values can influence how texts are composed and interpreted

Understand and apply knowledge of language forms and features

- refine the control of language and clarity of their own compositions to meet the demands of increasingly complex thought and expression 🧠
- analyse how narrative voice and point of view shape meaning in a range of textual forms 🗣️ 🧠 🗣️ 🗣️
- experiment with language choices, textual form and genre for familiar or new contexts 🗣️ 🧠 🗣️ 🌐

Respond to and compose texts

- effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context 🧠
- experiment with traditional and emerging literary forms and media for a variety of purposes and audiences 🗣️ 🗣️

Content is organised by objective and outcome.

Outcomes are coded and linked to content.

Content is organised by key processes.

Key terms are linked to the glossary.

Content defines what students are expected to know and do.

Learning across the curriculum content is identified by icons.