Stage 6 English Extension course requirements planner

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# Rationale

This document sets out key requirements for planning the Stage 6 English Extension course at your school. The document supports backward mapping from Year 12 to ensure that both Year 11 and 12 courses cover NSW Education Standards Authority (NESA) requirements for timing, assessment, prescribed text and textual form choices and prepares students for HSC examination requirements. This can help schools ensure that the entire Stage 6 program meets requirements as mandated by NESA and the NSW Department of Education (DoE).

NESA is responsible for the following: the syllabus (outcomes, content and text requirements), mandatory hours, and assessment and reporting. The department is responsible for the sector-specific requirements related to assessment and reporting, mandatory hours, and various policies and guidelines. These are referenced throughout the planner and should be consulted to ensure scope and sequence, assessment plans, and teaching and learning materials reflect syllabus and department requirements for each grade and the stage overall.

# Purpose, audience and suggested timeframes

The layout of this document is intended to support faculty level communication, professional learning and collaborative planning. To ensure a consistent implementation of policy and faculty requirements, as well as a shared vision for the scope of subject English, this planner can be used to facilitate the effective long-term design of teaching and learning activities and programs.

This planning template contains an outline of how to use it as a support in the planning and evaluation process and provides direct links to useful resources. Utilising tools that support a collaborative approach to planning and implementation of teaching and learning is supported by extensive research, including CESE’s research and explored within the [What works best 2020 update.](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update)

The template can be used in several ways:

* Complete the planning as a faculty or course/stage coordination team.
* Upload the document to Google Docs or MS Teams as a ‘live’ document and evaluate the plans at key points throughout the year.
* Cross reference the plans against the content within teaching and learning units, scope and sequences, assessment schedules, assessment notifications and student resources.
* Keep a copy of this document in your organisational material for each stage/course.

The information for each course is from the relevant NESA and NSW Department of Education documentation. It is important all collaborators re-read and cross reference the relevant syllabus and assessment and reporting information on the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/modules). This ensures your practice is an accurate reflection of all requirements. Links contained within this resource were correct as of 7 November 2024.

## Suggested collaborative structure

A colour coding system has been provided below. This is an optional system and has been designed to make actioning requirements easier to understand and monitor.

When writing the name of texts, always include the following full details so a teacher new to the text can locate it accurately and easily: name of the text and its composer, the publication date, textual form, hyperlink to the text/publication details.

* Writing in black indicates the requirement is being met. State: the name of the text and module in which this requirement is currently being addressed.
* Highlight in red where the requirement is not currently being addressed, this needs to be actioned immediately.
* Highlight in yellow when the team believes this is being addressed in a specific unit. An allocated person confirms requirement is met and communicates with the faculty within a specified time.
* Highlight in green and outline where a text would be appropriate for a unit. The allocated person embeds this within a specified time.

# Stage 6 English Extension 1 course structure and text requirements

The text requirements tables provide an opportunity to map and outline the way syllabus text requirements are currently being met in the program of learning for Year 11 and Year 12. If areas of need are identified, the Year 11 or Year 12 planning templates would be used to collaboratively plan how to address this area of need.

## Year 12 English Extension 1

As outlined by NESA within the Course structure and requirements, for the Extension English Year 12 course, students are required to:

* complete the Year 11 English Extension course as a prerequisite
* complete 60 indicative hours
* undertake study of ONE elective option form the common module.

Consult the course structure and requirements in NESA’s [English Extension Stage 6 Syllabus (2017](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/performance-band-descriptions)), [Assessment and reporting in English Extension Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) and the [English Stage 6 Prescriptions – HSC 2019-2026](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20prescriptions) documents to ensure you are familiar with all requirements. The components and weightings for Year 12 are mandatory and to assist your planning for assessing the creative response and the formal examination consult NESA’s outline within [Assessment and reporting in English Extension Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting). Utilise the [HSC monitoring advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support?utm_source=w9t3&utm_medium=sws&utm_campaign=hsc2025) as guidance. It is also essential all text choices align with the DoE [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in), follow the [Audiovisual materials in schools - procedures for use](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Audiovisual%20Materials%20in%20Schools%20%2D%20Procedures%20for%20Use%20(DOC%2056%20KB)) and the [Controversial Issues in Schools – procedures](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Controversial%20Issues%20in%20Schools%20%2D%20Procedures%20(PDF%20227%20KB)). Each procedures document is a downloadable Word document found in the DoE Policy library A-Z under the policy [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in). The NSW DoE resource [Support for controversial issues in English](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12#:~:text=Suggested%20support%20for%20controversial%20issues%20(DOCX%2080.59%20KB)) should also be examined.

## Text requirements for Year 12 English Extension 1

Students are required to closely study:

* at least THREE prescribed texts for the elective studied, including at TWO extended print texts
* at least TWO related texts.

There are mandatory assessment components and weightings for Year 12 English Extension 1 including:

* 3 assessment tasks
* the minimum weighting for an individual task is 20%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 40%
* one task must be a creative response with a maximum weighting of 40%
* at least one task must integrate student selected material.

Table 1 – Year 12 English Extension text requirements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| English | Indicative hours | Text requirements | Text list (outline common module and prescribed texts) | Other requirements | Assessed component and weighting |
| Common module – Literary Worlds with Elective (insert name and number) | 60 | Students explore, analyse and critically evaluate a range of texts that construct private, public and imaginary worlds.  Study three texts from the prescribed list, with at least two being print texts. | 1. Print text (insert name and editions of the text directly from the [NESA Stage 6 prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20prescriptions)) 2. Print text 3. Third text | Students are required to study at least **two** related texts. |  |

## Year 11 English Extension 1

As outlined by NESA for the English Extension Year 11 course students are required to:

* complete 60 indicative hours
* undertake study of the common module
* undertake the related independent research project.

Consult the course structures and requirements in NESA’s [English Extension Stage 6 Syllabus (2017),](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) [Assessment and reporting in English Extension Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) and the [English Stage 6 Prescriptions - HSC 2019-2026](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20prescriptions) documents to ensure you are familiar with all requirements. Ensure choices align with the DoE [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and follow the [Audiovisual Materials in Schools – Procedures for Use](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Audiovisual%20Materials%20in%20Schools%20%2D%20Procedures%20for%20Use%20(DOC%2056%20KB)) and the [Controversial Issues in Schools – Procedures](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Controversial%20Issues%20in%20Schools%20%2D%20Procedures%20(PDF%20227%20KB)). The NSW DoE resource [Support for controversial issues in English](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12#:~:text=Stage%206-,Support%20for%20controversial%20issues%20in%20English,-Suggested%20support%20for) should also be examined. Components and weightings for Year 11 are mandatory and to assist your planning for assessing the creative response and the formal examination consult NESA’s outline within [Assessment and reporting in English Extension Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting). Within this document, NESA’s defines and provides clarifying information regarding the multimodal presentation and the independent related project.

## Text requirements for Year 11 English Extension

Students are required to closely study:

* ONE text from the past and its manifestations in one or more recent cultures
* ONE text and its manifestations in one or more recent cultures.

There are mandatory assessment components and weightings for Year 11 English Extension including:

* 3 assessment tasks
* only one task may be a formal written examination
* one task must be a multimodal presentation about the Independent Related Project.

The recommended weighting for any individual task is 20% to 40%.

Table 2– Year 11 English Extension text requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| English | Indicative hours | Text requirements | Text selections | Assessed component and weighting, and outcomes |
| Module: Texts, Culture and Value | 40 | Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures |  |  |
| Related research project | 20 | Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project | (The teacher should discuss text selection with students and keep a record of what is explored.) |  |

# Across Stage 6 English Extension 1 requirements

Consult the NESA [English Extension Stage 6 Syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/course-structure-and-requirements) for the outline of the course structure and requirements. Across Stage 6 the selection of texts **should** give students experience of the following **as appropriate:**

Table 3 – text requirements across Stage 6 English Extension 1

|  |  |  |
| --- | --- | --- |
| Across Stage 6 Requirements | Year 11 | Year 12 (reference against the prescribed texts) |
| Prose fiction |  |  |
| Drama |  |  |
| Poetry |  |  |
| Nonfiction |  |  |
| Film |  |  |
| Media and digital texts |  |  |
| A range of literary texts written about intercultural experiences and the peoples and cultures of Asia |  |  |
| A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples | (The content points within Outcome 5 of the [English Extension Stage 6 Syllabus (2017)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/content/1700) are particularly relevant. This outcome supports students to develop their understanding of ‘the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property.’) | (The content points within Outcome 4 of the [English Extension Stage 6 Syllabus (2017)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/content/1718) are particularly relevant. This outcome supports students to ‘evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander Peoples.’) |
| Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. | Reading:  Writing:  Listening  Speaking:  Viewing:  Representing: | Reading:  Writing:  Listening:  Speaking:  Viewing:  Representing: |

# Year 12 English Extension planning template

This planning template contains an outline of how to use this as a support in the planning and evaluation process for Stage 6 English EAL/D. The guidelines contained are one way collaborative planning can occur. Utilising tools that support a collaborative approach to planning and implementation of teaching and learning is supported by extensive research including CESE’s research [What works best (2020 update).](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update) This research is well worth exploring.

Table 4 – assessment, reporting and teaching and learning plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Planning | Common module – Literary Worlds | Associated elective and prescribed text 1 (insert names) | Associated elective and prescribed text 2 (insert names) | Associated elective and prescribed text 3 (insert names) |
| Unit timing | ([The English Extension Stage 6 Syllabus mandates that the Common module: Literary Worlds](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/course-structure-and-requirements) should be introduced prior to exploring the associated elective)  Identify the timing of the teaching and learning content and include the school weeks and the term.  Depending on your approach to the delivery of English Extension 1 – Year 12, you may wish to add a column for each prescribed text, specific phase of study or for each assessment task. |  |  |  |
| Texts and textual form as per syllabus requirements | State the full name and the textual form of the text/s being taught within the module. Identify the texts explored within the Common Module and the Elective’s prescribed texts. Check the [NESA English Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20prescriptions) and the [Drama Stage 6 Prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027) to make sure you are not [using a text set for study in Year 12 as this isn’t allowed as per ACE Rule 3.1.2.5.](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses) State what aspect of the text requirements the texts meet. This does not need to be lengthy, just use the language from the text requirements information.  It is also important to ensure choices align with the DoE [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in) and follow both the [Controversial Issues in Schools – procedures](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Controversial%20Issues%20in%20Schools%20%2D%20Procedures%20(PDF%20227%20KB)) and the [Audiovisual materials in schools – procedures for use](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=Audiovisual%20Materials%20in%20Schools%20%2D%20Procedures%20for%20Use%20(DOC%2056%20KB)). | Please copy and paste the information directly from [NESA’s ‘English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2026’](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20Stage%206%20%E2%80%93%20Prescriptions%3A%20Modules%2C%20Electives%20and%20Texts%202019%E2%80%932026) and cross reference the ISBN against your copies of the prescribed texts. There are various editions of texts in circulation.  This is particularly relevant as ‘specific editions of the texts set for study are listed in this document. If the specified edition is out of print or widely unavailable, schools may use any suitable edition of the text selected. **Where a text is quoted in an examination question, it will be from the listed edition**.’ [(English Stage 6 Prescriptions – HSC 2019-2026; p 10)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20Stage%206%20%E2%80%93%20Prescriptions%3A%20Modules%2C%20Electives%20and%20Texts%202019%E2%80%932026) |  |  |
| The connection to Literary Worlds | Literary Worlds is the common module. The electives are an extension of this module and work in cohesion with one another. This module provides essential foundational thinking and should be connected to the exploration of the elective and the prescribed texts. | Identify how exploration of the prescribed text will be connected back to Literary Worlds. Guiding reflection question – how has the literary world been created, shaped and reflected within the prescribed text? |  |  |
| Assessment title and timing | State the title of the assessment, its issue date and its due date (day, date, term and year). |  |  |  |
| Assessment outline (include the modes assessed) | Provide a brief outline of the core components of the summative assessment task. |  |  |  |
| Summative assessment outcomes | Briefly justify why the outcomes have been selected for the summative assessment (use the syllabus code), aim for 3-4. This provides colleagues with an opportunity to cross reference knowledge, skills and understanding in relation to purpose and product. |  |  |  |
| Important information for the teaching and learning unit | Record important notes for the unit writer/s. You might explain essential activities, resources or evaluation notes etcetera. You may refer to evaluation documents students could use to assist their writing process. |  |  |  |
| Staff responsible | State the names of the staff responsible for writing or updating the unit and associated assessment materials. Include the associated timeline and due dates. |  |  |  |
| Modes addressed throughout teaching and learning unit | Outline the core modes, as per the selected outcomes and the assessment, being addressed within this unit. This helps ensure tasks involving modes such as speaking or representation have adequate formative assessment embedded within the unit. See the department’s [Effective assessment advice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice). |  |  |  |
| Cross curriculum priorities | Identify the cross-curriculum priorities addressed through the texts, teaching strategies and learning experiences planned for this unit. |  |  |  |
| Evaluation results and plans for the next iteration | Evaluate the unit in consultation with students and staff, record the evaluations and implement them prior to the next teaching cycle. |  |  |  |

# Year 11 English Extension planning template

Guidance for using this table is provided above within the Year 12 English Extension planning template.

Table 5 – Year 11 assessment, reporting and teaching and learning plans

|  |  |  |
| --- | --- | --- |
| Planning | Module – Texts, Culture and Value | Related research project |
| Unit timing | (The [English Extension Stage 6 Syllabus (2017); p 18](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=DOWNLOAD%20PDF,2017)%20Syllabus%20(PDF)) indicates that Texts, Culture and Value should be explored for 40 indicative hours) | Take note of the delivery options as the ‘[related research project…may be undertaken concurrently with the module’](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/course-structure-and-requirements). |
| Texts and textual form as per syllabus requirements | Depending on your approach to the delivery of English Extension 1 – Year 11, you may wish to add a column for each prescribed text, phase of study or assessment task. The content within would reflect the assessment as, for and of learning relevant. |  |
| Assessment due date |  |  |
| Assessment outline (include the modes assessed) |  |  |
| Summative assessment outcomes |  |  |
| Important information for the teaching and learning unit |  |  |
| Staff responsible and the associated timeline |  |  |
| Modes addressed throughout teaching and learning unit |  |  |
| Cross curriculum priorities |  |  |
| Evaluation results and plans for the next iteration |  |  |

# Important resources for teaching English

Table 6 – important resources for the teaching of English

|  |  |
| --- | --- |
| Title | Relevant to English teaching |
| **NESA –** [**English Stage 6**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) | The first source that should be accessed for all teaching and learning information related to Stage 6 English. The NSW Standards Authority (NESA) is responsible for the syllabus materials used to teach in NSW and the HSC examination. |
| **NESA –** [**English Extension Stage 6 syllabus (2017)**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) | The Stage 6 syllabuses reflect NSW and nationally agreed educational goals. They provide broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students. Syllabuses are aligned to the Australian Core Skills Framework (ACSF) and include the content of the Australian Curriculum as well as additional descriptions that clarify the scope and depth of learning.  NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. |
| **NESA –** [**Assessment in Stage 6**](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment) | This webpage provides links to resources covering school-based assessment requirements, the principles of effective assessment, assessment in practice, and the awarding of grades in Stage 6. |
| **NESA –** [**English Stage 6 prescriptions (2019–2026)**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017#:~:text=English%20prescriptions) | The document English Stage 6 Prescriptions: Modules, Electives and Texts 2019–2026 provides essential information about texts prescribed for HSC study for all English courses. There is a link to the English prescriptions provided on each Stage 6 English syllabus page. |
| **NESA –** [**Assessment and Reporting in English Extension Stage 6**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) | Requirements and advice for school-based assessment programs for Year 11 and Year 12. |
| **NESA –**[**Performance Band Descriptions for English Extension**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/performance-band-descriptions) | Performance Band descriptions give information about the typical performance of students in the relevant ‘bands’ in English Extension for the HSC from 2019. All students who complete the course receive a grade representing their overall achievement on school-based assessment. |
| **NESA –** [**HSC Standards Materials**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials) | NESA reports student achievement in the Higher School Certificate in relation to standards. Students receive marks that relate to performance bands, where each band is described in a statement summarising the knowledge, skills and understanding typically demonstrated by students who have achieved that standard. Samples of student responses for HSC exam questions illustrate the nature and quality of the responses typically produced by students whose marks in the examination placed them at the borderline between each pair of bands. |
| **NESA –** [**English Extension 1 2020 HSC exam pack**](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2020/english-extension-1-2020-hsc-exam-pack) | NESA provides HSC marker feedback for each examination and the feedback relates to the module and the electives. Past HSC papers are also provided. |
| **NESA –** [**Course prescriptions for Drama Stage 6 2025–2027**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions-2025-2027) | The study of texts prescribed in **any course** for the Higher School Certificate examination may not begin before the completion of the Preliminary course. ‘Study’ here means teacher-directed study and does not apply to attending performances in the Preliminary course of any plays prescribed as HSC texts in Australian Drama and Theatre, Studies in Drama and Theatre, or the Design list for the Individual Project. Students should not be involved in productions of any of these texts during the Preliminary year. |
| **NESA –** [**ACE Study of Preliminary and HSC courses**](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses) **– ACE Rule 3.1.2.5** | Assessment Certification Examination (ACE) provides current, easily accessible information to principals, teachers, parents and students about the rules and procedures set by NESA for secondary education in New South Wales.  **Commencement of study of prescribed texts**  In Stage 6, schools must not teach any HSC course prescriptions until the commencement of the HSC course(s). 'Study' of texts or other set works does not apply to attending performances during the Preliminary course study of plays prescribed as HSC texts, nor to taking part in the production of them. |
| **NSW DoE –** [**HSC Monitoring advice**](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/leading-curriculum-dels-principals/stage-6-monitoring-and-support?utm_source=w9t3&utm_medium=sws&utm_campaign=hsc2025#:~:text=information%20and%20support-,HSC%20monitoring%20advice,-Schools%20develop%20monitoring) | This information provides guidance for schools when developing monitoring procedures to ensure Year 11 and Year 12 courses and student patterns of study comply with NESA and department requirements for the HSC. |
| **NSW DoE –** [**RoSA monitoring advice**](https://education.nsw.gov.au/teaching-and-learning/assessment/rosa#:~:text=of%20leaving%20school.-,RoSA%20monitoring%20advice,-2024%20RoSA%20monitoring) | This information provides guidance for schools when developing monitoring procedures for the Record of School Achievement (RoSA). |
| **NSW DoE –** [**Policy library A - Z**](https://education.nsw.gov.au/policy-library/policy-library-a---z) | The policy library contains all current operational policies in the NSW Department of Education. |
| **NSW DoE –** [**Controversial Issues in Schools policy**](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) | The Controversial Issues in Schools policy, PD-2002-0045, provides direction for the management of controversial issues in schools and it contains two important procedures for use documents. Implemented 20/02/1983, last updated 26/06/2020   * **Document Title:** [Audiovisual Materials in Schools - Procedures for Use](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in) * **Document Title:** [Controversial Issues in Schools - Procedures](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in)   The Audiovisual Materials in Schools procedures for use must be followed when utilising any audiovisual material in teaching. There are specific requirements regarding principal approval and parental permissions for utilising PG, M and MA rated material in teaching and learning and this applies to **all year groups**, even Year 11 and 12. This is essential reading for all teachers and faculty leaders. |
| **NSW DoE –** [**Suggested support in English for controversial issues**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12#:~:text=Suggested%20support%20for%20controversial%20issues%20(DOCX%2080.59%20KB)) | This document outlines factors that impact English faculty leaders in choosing appropriate teaching and learning materials. It explores mandatory requirements and contains permission note templates for film and text requirements. |

# English curriculum team’s resource evaluation

Need additional support? You can contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Support and alignment

**School Excellence Framework:** This resource aligns to the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence/about-sef) elements of curriculum (curriculum provision and teaching and learning programs) and effective classroom practice (lesson planning). This planning template helps teachers plan and monitor curriculum implementation longitudinally. The template highlights opportunities to design teaching and learning programs that are dynamic, demonstrating evidence of revision based on feedback on teaching practices. This then supports the continuous tracking of student progress and achievement. Teachers are also provided a syllabus-aligned procedure for collaboratively planning for syllabus requirements and differentiation.

**Australian Professional Standards for Teachers**: This resource supports teachers to address [Australian Professional Standards for Teachers](https://www.nsw.gov.au/education-and-training/nesa/teacher-accreditation/proficient-teacher/standard-descriptors) 2.3.2 and 3.2.2 as it helps teachers plan and implement teaching and learning programs reflective of curriculum requirements.

**NSW Syllabus**: [English Extension Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting)

**Author**: English curriculum 7–12 team

**Reviewed by and/or trialled by:** subject matter experts from schools across NSW

**Resource**: English Stage Extension syllabus requirements planning template

**Related resources:** further resources to support curriculum leadership and the implementation and evaluation of course requirements can be found on the [Leading English K–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12) curriculum web pages

**Professional Learning:** join the [English 7–12 statewide staffroom](https://teams.microsoft.com/l/team/19%3A88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and explore [on-demand professional sessions](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12) for ongoing professional learning opportunities.

**Universal Design for Learning:** support the diverse learning needs of students using inclusive teaching and learning strategies using the resources on the [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) webpage.

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# References

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