Stage 6 English Standard course requirements planner

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# Rationale

This document sets out the key requirements for planning a Stage 6 Standard course at your school. It is organised beginning with Year 12 to support the planning process of backward mapping. This is in order to ensure that Year 11 courses, and the entire Stage 6 program, cover NESA requirements for timing, assessment, prescribed text and textual form choices and adequately prepares students for HSC examination requirements.

It includes assessment, reporting and teaching-plan guides to ensure scope and sequence and assessment plans reflect syllabus and department requirements for each stage and course. It is a very useful tool for communication and collaboration. Some successful uses of the template include:

* completing the planning as a faculty or course/stage coordination team
* uploading to Google Docs or MS Teams as a ‘live’ document and continually adding to and evaluating throughout the course to keep a record of plans and ideas
* keeping a copy of this document in your organisational material for each stage/course.

The information for each course requirements guide is from the relevant NESA information. 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/!ut/p/z1/jZDLDoJADEW_xQVLaWfkpbsxKiomLJSI3RgwOJAgYxAl_r1EVhJf3bU5t729QBACFdEtk1GVqSLKm35H1p4LZrG5wTyHTxmKgTdfsfWKT4QJ21fAd50G2PjM4kub-4EJ9I8eP5TA__RfAPq-fgvUOWE_P7CYPx2OERd2F8AWMAzPnCFzbaMLvMngl4slkMxV3AYuinjgSKAyOSZlUurXshmnVXW-jDTUsK5rXSol80Q_qJOG7ySpulQQvpJwPgVBiNmiT_G9Fr3eA3WuD7s!/dz/d5/L2dBISEvZ0FBIS9nQSEh/). This ensures your practice is an accurate reflection of all requirements. **This template contains the feature of pre-filled cells including the prescribed texts set for study.** The only texts not listed in their entirety are the individual poems set for study within each poetry anthology, due to space limitations in the cells. Please ensure you have the list of all poems set for study and your learning sequences cover all poems. Links contained within this resource were correct as of 26/09/2024.

# Building upon Stage 5

It is important to build upon learning in Stage 5 when planning the program of learning for Stage 6. An effective program of learning takes the texts, knowledge, understanding and skills developed in each stage into consideration. When planning the texts and learning experiences for Stage 6, consult the [English Stage 5 – syllabus requirements planner](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10#stage-4-5:~:text=adopted%20and%20adapted.-,Planning,-These%20documents%20assist). This understanding can also ensure students are appropriately challenged and prior learning is expanded upon within Stage 6.

## 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 currently being met. State the name of the text and program 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 by an allocated member of your team.
* Highlight in yellow when the team believes this is being addressed in a specific program. An allocated person on your team confirms whether the requirement is met and communicates with the faculty within a specified timeframe. If the requirement is not met, change this to red and communicate with your team. This is then actioned by an allocated member of your team.
* Highlight in green and outline where a text would be appropriate for a program. The allocated person embeds this within a specified timeframe.

# Stage 6 Course structure and requirements

The text requirements table provides 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 Standard

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

* complete the Year 11 course as a prerequisite
* complete 120 indicative hours
* complete the common module as the first unit of work
* complete modules A, B and C over the course of the year.

The NSW Syllabus for the Australian Curriculum English Standard Stage 6 Syllabus contains course structure and requirements. In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students, and the ethos of the school and its local community. They should also consult the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045), the [texts used in classrooms](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12#:~:text=The%20texts%20used%20in%20classrooms) advice, [Classification ratings information](https://www.classification.gov.au/classification-ratings) and the [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=Support%20for%20controversial%20issues%20in%20English) information document.

Table 1 – Year 12 English Standard course requirements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| English | Indicative hours | Text requirements | Prescribed text/s | Other requirements | Assessed component and weighting, and outcomes |
| Common module – Texts and Human Experiences | 30 | One prescribed text and a range of short texts | Pre-filled list of Common Module texts, select the arrow on the right to select your prescribed text | Students select one related text for internal assessment only | Mandatory task including related text |
| Module A: Language, Identity and Culture | 30 | One prescribed text | Pre-filled list of Module A texts, select the arrow on the right to select your prescribed texts |  |  |
| Module B: Close Study of Literature | 30 | One prescribed text | Pre-filled list of Module B texts, select the arrow on the right to select your prescribed text |  |  |
| Module C: The Craft of Writing | 30 | Minimum 2 short prescribed texts  A range of other texts | Pre-filled list of Module C texts, select the arrow on the right to select your prescribed texts |  | A total weighting of 25% across the course |

## Text requirements for Year 12 Standard

Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:

* prose fiction
* poetry OR drama
* film OR media OR nonfiction

The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.

Students must study ONE related text in the Common module – Texts and Human Experiences. Consult NESA’s course structure and requirements in the [English Standard Syllabus (2017](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017)) and [Assessment and reporting in English Standard Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) and the [English Stage 6 Prescriptions - HSC 2019-2026](https://www.nsw.gov.au/education-and-training/nesa/news/all/extension-to-english-stage-6-prescriptions-to-hsc-2025) documents to ensure you are familiar with all requirements.

There are mandatory components and weightings for Year 12 English Standard including:

* a maximum of 4 assessment tasks
* the minimum weighting for an individual task is 10%
* the maximum weighting for an individual task is 40%
* only one task may be a formal written examination with a maximum weighting of 30%
* Module C – The Craft of Writing must be assessed with a total weighting of 25%
* one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
* assessment of the Common Module must integrate student selected related material.

Consult NESA’s definition of [multimodal presentation](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=the%20HSC%20examination.-,Multimodal%20presentation,-The%20multimodal%20presentation) and explanation regarding [formal written explanation](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/assessment-and-reporting#:~:text=submitted%20to%20NESA.-,Formal%20written%20examination,-This%20task%20may).

Consult NESA’s English Standard Course structure and requirements and [Assessment and Reporting in English Standard Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) and the [English Stage 6 Prescriptions: Modules, Electives and Texts 2019–2026](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017#:~:text=English%20prescriptions) documents to ensure you are familiar with all requirements.

## Year 11 English Standard course

As outlined by NESA within the Course structure and requirements, for the English Standard Year 11 course students are required to:

* complete 120 indicative hours
* complete the common module as the first unit of work
* complete modules A and B.

## Text requirements for Year 11 Standard

As outlined by NESA within the Course structure and requirements, there are no prescribed texts for Year 11. Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

Students must engage in regular wide reading connected to, and described in, each of the modules.

Table 2 – Year 11 English Standard course requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| English | Indicative hours | Text requirements | (School name) text selections | Assessed component and weighting, and outcomes |
| Common module – Reading to Write: Transition to Senior English | 40 | Quality texts from a variety of modes and media |  | This information is required in an Assessment schedule for the course and should be evident in the Scope and Sequence. |
| Module A: Contemporary Posibilities | 40 | One complex multimodal or digital text. It may include film (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=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in) and the [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) |  |  |
| Module B: Close Study of Literature | 40 | One substantial literary print text |  |  |

Consult NESA’s [English Standard Syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) and [Assessment and reporting in English Standard Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) to ensure you are meeting all requirements. Utilise the [department’s HSC monitoring advice as guidance.](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) 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) and follow the [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) and the [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). 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 components and weightings for Year 11 are mandatory and are outlined in the [Assessment and Reporting in English Standard Stage 6 document,](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) this will assist your planning for this requirement. Consult NESA’s definition of multimodal presentation on [Assessment and Reporting in English Standard Stage 6,](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) to assist your planning for this requirement.

# Across Stage 6 English Standard requirements

This table is used to map and outline the way syllabus text requirements are currently being met in the program of learning for Stage 6. Please note, the same texts may appear in numerous categories. The purpose here is not necessarily to have a different text for every category, but to make sure these mandated categories have been explored and met. Across Stage 6, the selection of texts must give students experience of the following requirements.

Table 3 – Text requirements across Stage 6 English Standard

|  |  |  |
| --- | --- | --- |
| Across Stage 6 Requirements | Year 11 | Year 12 (reference against the prescribed texts) |
| prose fiction |  | Text name:  Relevant module |
| drama |  | Text name:  Relevant module |
| poetry |  | Text name:  Relevant module |
| nonfiction |  | Text name:  Relevant module |
| film |  | Text name:  Relevant module |
| media and digital texts |  | Text name:  Relevant module |
| quality literature, including a range of literary texts written about intercultural experiences |  | Text name:  Relevant module |
| a range of literary texts written about the peoples and cultures of Asia |  | Text name:  Relevant module |
| 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 |  | Text name:  Relevant module |
| texts with a wide range of cultural, social and gender perspectives | Cultural:  Social:  Gender: | Cultural: Text name:  Relevant module  Social: Text name:  Relevant module  Gender: Text name:  Relevant module |
| 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 Standard 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 Standard. The guidelines contained are just 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/schooling/parents-and-carers/going-to-school/learning-resources/what-works-best-2020-update). This research is well worth exploring. **This template contains the feature of pre-filled cells including the prescribed texts set for study.**

Table 4 – Assessment, reporting and teaching and learning plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Syllabus component | Common Module – Texts and Human Experiences | Module A – Language, Identity and Culture | Module B – Close Study of Literature | Module C – The Craft of Writing |
| Unit timing | [The English Standard Syllabus mandates that the Common Module – Texts and Human Experiences must be the first unit.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/course-structure-and-requirements)  Identify the timing of the teaching and learning unit and include the school weeks and the term. |  |  | [(may be stand alone or concurrent)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/course-structure-and-requirements) |
| Texts and textual form as per syllabus requirements | Pre-filled list of Common Module texts, select the arrow on the right to select your prescribed text  Identify the full name and the textual form of the text/s being taught within the unit. Identify which is the core text and which are supporting texts. Check the [NESA English Stage 6 Prescriptions](https://www.nsw.gov.au/education-and-training/nesa/news/all/extension-to-english-stage-6-prescriptions-to-hsc-2025) 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 3.1.2.5 Rule.](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.  (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=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in) and the [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) | Pre-filled list of Module A texts, select the arrow on the right to select your prescribed texts | Pre-filled list of Module B texts, select the arrow on the right to select your prescribed text | Pre-filled list of Module C texts, select the arrow on the right to select your prescribed texts |
| Assessment due date | State the 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 these outcomes have been selected for the summative assessment (use the syllabus code), aim for 3 to 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 they could use to assist their writing process. |  |  |  |
| Staff responsible for teaching and learning unit, resource creation, assessment notification and the associated timeline | State the names of the staff responsible for writing or updating the unit and associated material. Also include 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 assessment for and as learning embedded within the unit. See [the](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment/approaches) department’s [Effective assessment advice](https://education.nsw.gov.au/teaching-and-learning/assessment/strengthening-assessment/effective-assessment-practice) for guidance. |  |  |  |
| 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 Standard planning template

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus component | Common Module – Reading to Write | Module A – Contemporary Possibilities | Module B – Close Study of Literature |
| Unit timing | [The English Standard Syllabus mandates that the Common Module – Reading to Write must be the first unit](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/course-structure-and-requirements). |  |  |
| Texts and textual form as per syllabus requirements |  |  |  |
| Assessment due date |  |  |  |
| Assessment outline (include the modes assessed) |  |  |  |
| Summative assessment outcomes |  |  |  |
| Important information for the teaching and learning unit |  |  |  |
| Staff responsible for teaching and learning unit, resource creation, assessment notification 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 | Link |
| **NESA – English Stage 6** | 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 Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/!ut/p/z1/jZDLDoJADEW_xQVLaWfkpbsxKiomLJSI3RgwOJAgYxAl_r1EVhJf3bU5t729QBACFdEtk1GVqSLKm35H1p4LZrG5wTyHTxmKgTdfsfWKT4QJ21fAd50G2PjM4kub-4EJ9I8eP5TA__RfAPq-fgvUOWE_P7CYPx2OERd2F8AWMAzPnCFzbaMLvMngl4slkMxV3AYuinjgSKAyOSZlUurXshmnVXW-jDTUsK5rXSol80Q_qJOG7ySpulQQvpJwPgVBiNmiT_G9Fr3eA3WuD7s!/dz/d5/L2dBISEvZ0FBIS9nQSEh/) |
| **NESA – English Standard syllabus** | 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. | [NSW Syllabus for the Australian curriculum English Standard Stage 6 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) |
| **NESA – Assessment in Stage 6** | This web-page 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 Assessment in Stage 6](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment) |
| **NESA – English prescriptions** | 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. | [English Stage 6- Prescriptions: Modules, Electives and Texts (2019-2026)](https://www.nsw.gov.au/education-and-training/nesa/news/all/extension-to-english-stage-6-prescriptions-to-hsc-2025) |
| **NESA – Assessment and Reporting in English Standard** | Requirements and advice for school-based assessment programs for Year 11 and Year 12 | [NESA Assessment and Reporting in English Standard Stage 6](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/assessment-and-reporting) |
| **NESA – English Standard Performance Band Descriptions** | Performance Band descriptions give information about the typical performance of students in the relevant ‘bands’ in English Standard for the HSC from 2019. All students who complete the course receive a grade representing their overall achievement on school-based assessment. | E[nglish Standard Performance Band Descriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/pbd) |
| **NESA – 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. | [HSC Standards Materials](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-standards-materials) |
| **NESA – Drama** | 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. | [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) |
| **NESA – ACE Study of Preliminary and HSC courses** | 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. | [ACE – 3.1.2.5 Study of Preliminary and HSC courses](https://curriculum.nsw.edu.au/ace-rules/ace3/course-commencement#acerule=n3_1_starting_hsc_courses) |
| **NSW DoE – HSC Monitoring** | 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. | [Stage 6 2025 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) |
| **NSW DoE RoSA monitoring** | This information provides guidance for schools when developing monitoring procedures for the Record of School Achievement (RoSA). | [RoSA monitoring advice](https://education.nsw.gov.au/teaching-and-learning/assessment/rosa) |
| **NSW DoE – Policy library** | The policy library contains all current operational policies in the NSW Department of Education. | [Policy library A-Z](https://education.nsw.gov.au/policy-library) |
| **NSW DoE - Controversial Issues in Schools policy** | 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 12/12/2023.  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. | [Controversial issues in schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045#:~:text=12/12/2023-,Policy%20documents,-Controversial%20Issues%20in) |

# English curriculum team’s resource evaluation

Need additional support? You can contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](https://schoolsnsw-my.sharepoint.com/personal/renee_cobcroft2_det_nsw_edu_au/Documents/Desktop/cw-612-english/working%20files/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://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 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 Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017)

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

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

**Resource:** English Stage 6 Standard 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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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

[English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

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