Stage 6 English Studies course requirements planner

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* Right-click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# Rationale

This document sets out the key requirements for planning a Stage 6 English Studies 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 DoE 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.

The [English resources 11-12](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-11-12-resources) webpage provided by the department contains a range of curriculum support materials, including samples of lesson sequences, scope and sequences, assessment tasks, examinations and student and teacher resource booklets. The [Leading English 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12) page contains curriculum planning and curriculum evaluation templates. These support materials are not exhaustive and do not represent the only way to complete or engage in each of these processes. This planning template provides instructions for the numerous ways it can be used by English Studies teachers and faculties. This is to reinforce that curriculum design and implementation is a dynamic and contextually specific process. While the mandatory components of syllabus implementation must be met by all schools, it is important that the approach taken by English teachers is reflective of their needs and faculty/school processes.

# Introduction

## 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).

This 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 programs, scope and sequences, assessment schedules, assessment notifications and student resources.
* Keep a copy of this document in the organisational material for each stage/course.

The information in this template is from relevant NESA and DoE documentation. It is important that all collaborators re-read and cross-reference the relevant syllabus and assessment and reporting information hyperlinked below. This ensures faculty practice is an accurate reflection of all requirements. Links contained within this resource were correct as of 6 November 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. EAL/D students may need additional explicit instruction in types of texts, concepts and/or skills to fill gaps in knowledge. Planning must also incorporate the explicit teaching of all background skills and knowledge assumed across 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 a requirement 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 English Studies 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 Studies

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

* be involved in planning, research and presentation activities as part of one individual and/or collaborative project
* develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
* engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

The components and weightings for Year 12 are outlined in [Assessment and Reporting in English Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting). This will assist your planning for this requirement. Consult NESA’s definition of collection of classwork and explanation regarding formal written examination, refer to the [Assessment and Reporting in English Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting), to assist your planning for these requirement.

Table 2 – Year 12 English Studies 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 hours | 1 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 | Teacher or student selected related material for internal assessment only | Mandatory task including related text |
| Module | 20-45 hours |  |  |  |  |
| Module | 20-45 hours |  |  |  |  |
| Module | 20-45 hours |  |  |  |  |
| Module | 20-45 hours |  |  |  |  |

### Text requirements for Year 12 English Studies

Students must study ONE related text in the Common module: Texts and Human Experiences. Consult NESA’s English Studies course structure and requirements and [Assessment and reporting in English Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) and [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-studies-2017#:~:text=English%20prescriptions) to ensure you are familiar with all requirements.

## Year 11 English Studies course structure and requirements

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

* be involved in planning, research and presentation activities as part of one individual and/or collaborative project
* develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
* engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Table 4 – Year 11 English Studies course requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| English | Indicative hours | Text requirements | (School name) text selections | Assessed component and weighting, and outcomes |
| Mandatory module – Achieving through English – English in education, work and community | 30-40 hours | 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  (An additional 2–4 modules to be studied - 1 may be school-designed) | 20-40 hours | 1 substantial multimodal text. It may include film or television series (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)) |  |  |
| Module | 20-40 hours | At least 1 substantial print text (for example a novel, biography or drama) |  |  |
| Module | 20-40 hours | Remove if unnecessary |  |  |
| Module | 20-40 hours | Remove if unnecessary |  |  |

### Additional requirements

Consult NESA’s English Studies course structure and requirements and [Assessment and reporting in English Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-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&amp;utm_medium=sws&amp;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) 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)). 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=Controversial%20Issues%20in%20Schools%20%2D%20Procedures%20(PDF%20227%20KB))

The components and weightings for Year 11 are mandatory and are outlined in the [Assessment and Reporting in English Studies Stage 6,](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) this will assist your planning for this requirement. Consult NESA’s definition of multimodal presentation and the collection of classwork in [Assessment and Reporting in English Studies Stage 6,](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) to assist your planning for these requirements.

# English Studies Modules

English Studies differs from the other English courses in a few ways and the modules are a particular feature of that difference. Elective modules may be studied in either the Year 11 or Year 12 course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

The electives are able to be selected and then developed by teachers to allow for:

* their students’ needs, interests, abilities, career aspirations and personal circumstances
* choice of approach
* choice of texts studied.

The [English Studies Stage 6 Support Document: Modules, Sample Learning Experiences and Resources](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017#:~:text=pages%2C%20635%20KB)-,Support%20materials,-Guide%20to%20the) document will be a valuable support of the selection and organisation of the additional modules teachers select for study.

## Mandatory modules

Year 11 Mandatory Module is Achieving through English and it must be studied as the first unit of study in Year 11 as outlined on the NESA website.

Year 12 Mandatory Common Module is Texts and Human Experiences and it also must be studied as the first unit in Year 12 as outlined in the syllabus document.

# Across Stage 6 English Studies requirements

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

Table 5 – Text requirements across Year 11 and Year 12 English Studies

|  |  |  |
| --- | --- | --- |
| Across Stage 6 Requirements | Year 11 | Year 12 (reference against the prescribed texts) |
| (Year 11 and 12) read… a wide range of texts including print and multimodal texts |  | Text name:  Relevant module: |
| (Year 11 and 12) view… a wide range of texts including print and multimodal texts drama |  | Text name:  Relevant module: |
| (Year 11 and 12) listen to… a wide range of texts including print and multimodal texts |  | Text name:  Relevant module: |
| (Year 11 and 12) …compose a wide range of texts including print and multimodal texts |  | Text name:  Relevant module: |

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:

Table 6 – Text requirements across Stage 6 English Studies

|  |  |  |
| --- | --- | --- |
| Selection of texts requirements | Year 11 | Year 12 |
| prose fiction |  |  |
| drama |  | Text name:  Relevant module: |
| nonfiction |  | Text name:  Relevant module: |
| film |  | Text name:  Relevant module: |
| media |  | Text name:  Relevant module: |
| digital texts |  | Text name:  Relevant module: |
| reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia |  | Text name:  Relevant module: |
| 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:  Popular and youth cultures | Cultural:  Text name:  Relevant module:  Social:  Text name:  Relevant module:  Gender:  Text name:  Relevant module:  Popular and youth cultures:  Relevant module: |

# Year 12 English Studies 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. 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/about-us/education-data-and-research/cese/publications/research-reports/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 1 – Year 12 English Studies assessment, reporting and teaching and learning plans

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Syllabus component | Common Module – Texts and Human Experiences | Module | Module | Module (optional extra) | Module (optional extra) |
| Unit timing | (The English Studies syllabus mandates that the Common Module Texts and Human Experiences must be the first unit)  Identify the timing of the teaching and learning unit and include the school weeks and the term. | Studies includes an additional 2–4 modules to be studied | Adjust column widths to reflect your plans. |  |  |
| 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 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.  (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)) |  |  |  |  |
| 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.   * one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% * only one task may be a formal written examination with a maximum weighting of 20% |  |  |  |  |
| Summative assessment outcomes | Briefly justify why these 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 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 approaches to assessment embedded within the unit. See DoE [‘Approaches to assessment’](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/approaches-to-assessment) for advice. |  |  |  |  |
| 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 Studies planning template

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

Table 3 – Year 11 assessment, reporting and teaching and learning plans

|  |  |  |  |
| --- | --- | --- | --- |
| Syllabus component | Mandatory module – Achieving through English – English in education, work and community | Module | Module |
| Unit timing | (Must be the first unit)  30-40 hours | (additional 2-4 modules to be studied, 20-40 hours each) |  |
| Texts and textual form as per syllabus requirements | 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-studies-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). |  |  |
| Assessment due date |  |  |  |
| Assessment outline (include the modes assessed) |  |  |  |
| Summative assessment outcomes | One task must be a collection of classwork demonstrating student learning across the modules studied.  One task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes. |  |  |
| 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 7 – 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 Studies 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 Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-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 2019–2023 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 prescriptions – English Studies page](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017#:~:text=English%20prescriptions) |
| NESA – Assessment and Reporting in English Studies | Requirements and advice for school-based assessment programs for Year 11 and Year 12 | [NESA Assessment and Reporting in English Studies Stage 6](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/assessment-and-reporting) |
| NESA – English Studies Achievement Level Descriptions | These achievement level descriptions provide the standards to be used when reporting student achievement on school-based assessment in English Studies for the HSC from 2019. All students who complete the course receive a grade representing their overall achievement on school-based assessment. This grade is reported on the HSC credential. | [English Studies Achievement Level Descriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017/achievement%20-level-descriptions) |
| NESA – English Studies Sample Work | A range of Year 12 English Studies sample work graded against the English Studies Achievement Level Descriptions (reflective of a student performing at each specific grade standard at the end of the course). This information is particularly useful when determining final grades. They can also be used to support teaching and learning.  You will find this information within the show-hide tab titled ‘Sample Work’ toward the bottom of the NESA English Studies page. | [English Studies Sample Work as graded against the English Studies Achievement Level Descriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-2017" \l ":~:text=pages%2C%20635%20KB)-,Support%20materials,-Guide%20to%20the) |
| NESA – English Studies Awarding Grades and Submitting work samples | In NSW student achievement is reported against a set of achievement standards. These standards are based on what students are expected to learn at each stage (in the NSW syllabus) and measured against how well they meet those expectations.  The A to E grade reflects the level of achievement demonstrated by the student at the end of the course. Teachers make professional, on-balance judgements about which grade best matches each student’s level of achievement. | [Retaining Work Samples](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades/retaining-work-samples)  [Awarding Grades](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades) |
| 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  The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary course has been completed. '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 – Starting 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 - monitoring implementation and support](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&amp;utm_medium=sws&amp;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/2024-rosa-monitoring-advice) |
| 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/policy-library-a---z) |
| 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. Implemented20/02/1983, last updated26/06/2020  Document Title: [**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))  Document Title: [**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 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) |

# References

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[English Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-studies-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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