



**English Advanced**  
**Stage 6**

**Draft Syllabus**

**Consultation Report**  
**February 2017**

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# Contents

1	Background information .....	1
2	Executive summary.....	2
3	Key matters.....	3
4	Analysis .....	5
4.1	Rationales .....	5
4.2	Aim .....	8
4.3	Objectives.....	9
4.4	Outcomes .....	10
4.5	Course structure and requirements .....	12
4.6	Assessment.....	15
4.7	Content.....	19
4.8	Learning across the curriculum .....	24
4.9	Diversity of learners.....	26
4.10	Other comments .....	27
4.11	Student voice.....	30
5	Quantitative analysis of survey responses.....	32
6	Respondents.....	35
6.1	Consultation meetings .....	35
6.2	Online survey respondents.....	39
6.3	Written submissions .....	41

# 1 Background information

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

The preparation of the English Advanced Stage 6 Draft Syllabus took into account the broad directions for the learning area, which were developed following public consultation and endorsed by the NESA in December 2014. In 2015 NESA conducted consultation on the draft writing briefs. The draft writing briefs were endorsed by the Board in 2016.

NESA conducted consultation on the draft syllabus in Term 3, 2016.

The consultation program from 20 July 2016 to 31 August 2016 included:

- a meeting of the Years 11–12 English Board Curriculum Committee on 3 August 2016
- face-to-face consultation meetings
- targeted consultation meetings for:
  - Aboriginal education
  - Special education
  - Industry.
- student voice meetings
- an online survey on the NESA website
- written submissions.

Professional associations and schooling sectors conducted a range of activities during the consultation period to provide feedback to NESA.

Feedback from consultation was analysed and informed revisions to the draft syllabus. The final syllabus is available in an online interactive format on the NESA website.

## 2 Executive summary

The *English Advanced Stage 6 Draft Syllabus Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from a meeting of the Years 11–12 English Board Curriculum Committee, 7 metropolitan and regional face-to-face consultation meetings, 3 targeted consultation meetings, 3 student voice meetings, 194 responses to an online survey and 42 written submissions.

Consultation on the English Advanced Stage 6 Draft Syllabus has supported the proposed rationale, aim, objectives, outcomes, course structure and requirements, and content. Feedback provided on these sections has been taken into account during the finalisation of the syllabus.

Respondents indicated that the English Advanced course should incorporate a high level of challenge, breadth and depth of textual study, a focus on higher-order analysis and close correlation of creative and critical content. There should be a clearer continuum of learning from English Advanced and the Extension courses. Many respondents commented that the introduction of a common module for the English Advanced, English Standard and English Studies courses would have a negative impact on the pitch, rigour and integrity of the courses.

While there was wide support for the reduction in the number of texts required for study and the removal of the related texts as an examinable component of the course, there was a strong representation for the importance of maintaining breadth in text requirements and independent learning. Respondents expressed a view that the mandatory requirement for wide reading and student selected related material be retained. There was also strong support for the retention of drama, other than Shakespearean drama, as a required text category in Year 12.

The consultation highlighted the need for text prescriptions and more detailed advice regarding the HSC examination format to be provided in conjunction with the draft syllabus to allow for a more timely and considered evaluation by stakeholders. Increasing reliance on pre-prepared responses in formal examinations and unethical practices in other school-based assessments were raised in response to the materials provided for consultation.

### 3 Key matters

Key matters	Actions
Having a common module for English Advanced, English Standard and English Studies in Year 12 could dilute the rigour and integrity of the course.	Common content is essential for courses that are reported on a common scale. Opportunities for differentiation are provided through outcomes, content and prescribed texts.
Students should be permitted to study a drama text other than Shakespearean drama as a prescribed text in Year 12.	A drama text has been included as an option for study in Year 12.
More information and guidance is required to implement Module C: The craft of writing. Clear advice and appropriate regulation of creative writing requirements should be provided.	Materials to support initial implementation will be released in 2017. This will include scope and sequences for concurrent or discrete programming, assessment tasks and marking criteria and sample teaching and learning programs.
Changes to the focus and/or wording of module rubrics are required to ensure challenge, breadth and depth of textual study.	Module rubrics have been reviewed and refined to ensure they provide challenge, breadth and depth of study.
More information about the proposed HSC examination format is required.	Assessment and Reporting specifications that include examination specifications will be released in 2017.
The module rubrics and proposed assessment formats and procedures will not discourage reliance on pre-prepared responses.	<p>Schools will have the flexibility to design assessment tasks that mitigate malpractice issues and implement school-based strategies to ensure equity for all students. Support material will include sample assessment tasks to support teachers to design tasks.</p> <p>The <i>All My Own Work</i> program is a mandatory prerequisite for Year 11 study.</p>
The weightings and stipulations on the number and types of tasks necessitates each task having a much larger weighting and could lead to increased stress on students.	The number of tasks aligns with the NESA <i>Stronger HSC Standards Blueprint</i> .

Key matters	Actions
<p>Information regarding text prescriptions is required to make informed judgements about the relevance, suitability and practicality of the proposed modules.</p>	<p>Text prescriptions will be delivered following syllabus release. Typically NESA text prescription review guidelines ensure that no more than 15% of texts are new inclusions. NESA established criteria for selection includes:</p> <ul style="list-style-type: none"> <li>• merit and cultural significance</li> <li>• needs and interests of students</li> <li>• opportunities for engaging challenging teaching and learning will be applied throughout the process.</li> </ul>
<p>Learning across the curriculum requirements are onerous. The constraints of a crowded curriculum may lead to superficial or tokenistic treatment of these important learning areas.</p>	<p>Opportunities for Learning across the curriculum that have been identified by icons have been reviewed to ensure that the subject integrity has been maintained and the learning is relevant and authentic. Suggested resources and prescribed text lists will support teachers to make decisions appropriate for their students and school context.</p> <p>Text requirements for learning across the curriculum have been adjusted as a requirement across Stage 6.</p>

## 4 Analysis

### 4.1 Rationales

#### Summary

The majority of respondents strongly agreed or agreed that the proposed rationales describe the nature of the subject and the course and explain its purpose in the curriculum. Some respondents recommended revisions to the rationales to better reflect the needs, interests and abilities of the cohort. Additional refinements to terminology and phrasing were suggested.

#### Feedback affirming the rationales

Feedback	Sources
The rationales describe the nature and purpose of the subject and the course.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Submissions 10, 18 Survey (x135)
The common rationale effectively outlines the nature and purpose of the study of English.	AIS DoE ETA SCS Submissions 12, 22
The common rationale indicates that students are not required to learn particular theoretical perspectives and this is supported.	ETA Submissions 10, 18
The rationales of the individual courses succeed in making clear distinctions among the groups of students for whom the courses have been designed.	AIS ETA Survey (x2)
The focus in the course rationale on the development of higher-order skills in critical and creative thinking, communication and on analysing and evaluating powerful texts and their contexts is supported.	AIS Submission 18 Survey (x4)

## Key matters and actions

Key matters	Sources	Actions
<p>A range of matters were raised about the common rationale:</p> <ul style="list-style-type: none"> <li>● It could more clearly and simply describe the nature and purpose of the subject and the course</li> <li>● The core relationship between texts, meaning and language should be established more clearly</li> <li>● Some clarification is needed about 'different theoretical perspectives and models for teaching English' and 'moral and ethical matters'</li> <li>● The common rationale could be closer aligned to the course rationale</li> <li>● There should be a reference to the multiplicity of the global world and the importance of students' self-expression.</li> </ul>	<p>ETA Submissions 1, 17, 18, 21 Survey (x15)</p>	<p>Revisions have been made to the language of the common rationale to reflect the nature and breadth of English courses in the contemporary Australian context.</p>

Key matters	Sources	Actions
<p>The following matters were raised about the course rationale:</p> <ul style="list-style-type: none"> <li>● it does not adequately reflect the higher level of outcomes of the Advanced course</li> <li>● there is a focus on language and literacy at the expense of the study of literature</li> <li>● a greater focus on the integration of the modes is required, including multimodal and digital texts</li> <li>● it does not provide sufficient information relating to the progression between English Advanced and the Extension courses</li> <li>● explicit elaboration of the 'methods of different theoretical perspectives and models for teaching English' is required</li> <li>● undue emphasis on literary theories should be avoided</li> <li>● the term 'artistic' should be replaced with 'aesthetic'</li> <li>● include the importance of students finding their own voice.</li> </ul>	<p>AIS DoE ETA Submissions 1, 10, 18, 22 Survey (x2)</p>	<p>Revisions have been made to the language of the Advanced rationale to reflect the rigour and nature of the English Advanced course in the contemporary Australian context. This includes more detail about modes, a greater focus on literature and clearer distinction from the common rationale.</p>

## 4.2 Aim

### Summary

The majority of respondents endorsed the proposed aim, and confirmed that it provides a succinct statement of the overall purpose of the syllabus. Refinements to terminology were suggested.

### Feedback affirming the aim

Feedback	Sources
The aim provides a succinct statement of the overall purpose of the syllabus.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) Submissions 12,18 Survey (x129)

### Key matters and actions

Key matters	Sources	Actions
The emphasis on language in the aim does not accurately reflect the important role of literature in the study of English.	AIS	The aim has been revised to align with K–10 and provide an overarching K–12 aim and a continuum across all courses.  Its expression has been refined to include the value of English language in various textual forms.
Refinements to terminology are required: <ul style="list-style-type: none"> <li>the capacity to ‘understand’ precedes the ability to ‘analyse’. Ensure the correct order of processes</li> <li>the distinction between ‘imaginative’ and ‘creative’ is unclear</li> <li>the term ‘powerful’ requires clarification.</li> </ul>	AIS Submission 18 Survey (x3)	

## 4.3 Objectives

### Summary

The majority of respondents affirmed the proposed objectives. Refinements to terminology and phrasing were suggested.

### Feedback affirming the objectives

Feedback	Sources
The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	AIS Survey (x122)
Addition of the verb 'to analyse' in the aim is supported.	AIS

### Key matters and actions

Key matters	Sources	Actions
There should be more emphasis on creative and critical thinking in the syllabus.	Ballina (CM) Industry Submissions 7, 17, 21, 23 Survey (x14)	Creative and critical thinking is a key objective of the English syllabus that underpins all outcomes and content. Opportunities for teaching creative and critical thinking have been integrated into the content and identified with icons.
Objectives should be expressed more simply and clearly with the following suggestions for refinement: <ul style="list-style-type: none"> <li>the phrase 'a love of English' should be expressed differently</li> <li>the distinction between 'imaginatively' and 'creatively' is unclear.</li> </ul>	Survey (x9)	The syllabus objectives are a central component in the broader learning continuum framework. The proposed objectives are consistent with the English K–10 syllabus, and are intended to reinforce the continuum of learning across all stages.

## 4.4 Outcomes

### Summary

The majority of respondents strongly agreed or agreed that the outcomes have appropriate learning progression from Year 11 to Year 12 and that they provide sufficient information to understand the intended learning and requirements.

Refinements to terminology and phrasing were suggested. A few respondents recommended that the content points should be numbered or coded for ease of identification.

Some respondents raised that the English Advanced outcomes and content are not sufficiently differentiated from English Standard. Others indicated that the progression between Year 11 and Year 12 outcomes required more differentiation.

### Feedback affirming the outcomes

Feedback	Sources
The outcomes have appropriate learning progression from the Year 11 course to the Year 12 course.	DoE Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submission 18 Survey (x114)
The outcomes and content provide sufficient information to understand the intended learning and requirements.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Submissions 17, 18 Survey (x112)
The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	AIS DoE Submissions 5, 13, 12, 18 Survey (x111)
Inclusion of outcomes relating to students' engagement with and understanding of digital, interactive and multimedia texts is relevant and worthwhile.	TAFE

## Key matters and actions

Key matters	Sources	Actions
<p>A range of views and suggestions about outcomes was expressed:</p> <ul style="list-style-type: none"> <li>● the outcomes and content are too similar to English Standard</li> <li>● they do not provide an appropriate continuum of learning from Stage 5 to Stage 6</li> <li>● they do not have appropriate learning progression from the Year 11 to the Year 12 course</li> <li>● in some cases the progression from Year 11 to Year 12 is too insubstantial, subtle or vague. Terms such as ‘discerningly’ and ‘nuanced’ need clarification</li> <li>● the outcomes should indicate a higher degree of challenge</li> <li>● outcome 4 should go beyond language concepts to incorporate broader textual understandings and relationships</li> <li>● the outcomes and content should be expressed more simply and clearly</li> <li>● fewer content points are required for each outcome.</li> </ul>	<p>AIS                      Blacktown (CM)                      Burwood (CM)                      DoE                      ETA                      SCS                      Goulburn (CM)                      Liverpool (CM)                      Newcastle (CM)                      Submissions 15,18                      Survey (x56)</p>	<p>The principle of a learning continuum is central to English K–12. The wording of the outcomes has been revised to ensure clarity and appropriate progression between Stage 5 and 6 and across Stage 6.</p> <p>There are some outcomes that provide appropriate learning targets for both the Year 11 and Year 12 courses. In these cases no significant alteration to the outcomes has been made.</p> <p>Outcome 4 has been amended to include literary devices.</p>

## 4.5 Course structure and requirements

### Summary

The majority of respondents strongly agreed or agreed that the course and text requirements are manageable and appropriate. Many respondents requested additional clarification of text requirements relating to wide reading and related texts across Year 11 and Year 12 and clarification of the number of texts students would be required to engage with.

Many respondents raised the absence of drama other than Shakespearean drama from the prescribed text requirements for Year 12. Others suggested that the study of film, visual and multimodal texts would be compromised as a result of changes to text requirements. A number of respondents recommended that proposed text prescriptions should have been made available as part of the consultation process.

### Feedback affirming the course structure and requirements

Feedback	Sources
The course structure and text requirements are clear, manageable and appropriate.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gymea (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Submission 12 Survey (x79) TAFE
Simultaneous scheduling of the common modules is supported to afford ease of movement between courses and schools.	NSWTF Survey (x2)
The text requirements are manageable and appropriate.	Survey (x67)
Changes to the course requirements for Year 11 are supported.	AIS DoE NSWTF Submission 12 Survey (x2)
Equitable distribution of hours for each module promotes a more balanced course of study for students across Year 11 and Year 12 and makes programming and teaching more manageable.	AIS Survey (x4)

<b>Feedback</b>	<b>Sources</b>
The removal of the Area of Study is supported.	CCSOBB SCS TAFE Submission 10 Marrickville, Manly, Northern Region (SV)
The reduction of requirements and flexibility in the categories of prescribed texts to be studied in Year 12 is supported.	AIS
Internal assessment of related texts in the Year 12 common module will allow for more authentic engagement with texts.	Liverpool (CM) NSWTF Survey (x4) TAFE
The inclusion of text requirements that include opportunities for students to experience texts by Aboriginal authors and those that give insight into the diverse experiences of Aboriginal and Torres Strait Islander Peoples perspectives is supported.	Aboriginal Ed

### Key matters and actions

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
<p>The course structure and requirements are not clear, manageable and appropriate. The following suggestions were made:</p> <ul style="list-style-type: none"> <li>• more hours should be allocated to the Year 12 course and/or the course structure should be modified to become a single course across two years</li> <li>• the length of time allocated to the Year 11 modules is excessive and could lead to student disengagement</li> <li>• there should be consistency in the titles for Module B across the 2-unit courses</li> <li>• support documents are required for concurrent or discrete programming</li> <li>• the proposed diagrammatic representation does not accurately reflect the relationships between syllabus content.</li> </ul>	AIS Ballina (CM) Blacktown (CM) CCSOBB ETA Goulburn (CM) Gymea (CM) Newcastle (CM) SCS Survey (x57)	<p>All 2-unit HSC courses remain 120 indicative hours.</p> <p>Module titles have been aligned for consistency across the courses.</p> <p>Support material will include scope and sequences to demonstrate a variety of ways that modules can be programmed.</p> <p>The diagram has been reviewed and remains consistent across K–12 to visually represent the organisation of content in the English curriculum. An explanatory statement about the place of modules has been included.</p>

Key matters	Sources	Actions
<p>A range of views were expressed about the text requirements:</p> <ul style="list-style-type: none"> <li>● clarification is required regarding the prescribed text requirements and types of texts for Year 12</li> <li>● text requirements should include a requirement to study a drama text other than Shakespearean drama and film, digital and multimodal texts. Prose fiction and print non-fiction should be uncoupled</li> <li>● a suggested text list should be provided for Year 11</li> <li>● the requirement that students must study a range of literary texts written about peoples and cultures of Asia in both Year 11 and Year 12 should be reconsidered</li> <li>● students should have an opportunity to do a comparative study of texts in Year 11.</li> </ul>	<p>AIS Ballina (CM) Burwood (CM) CCSOBB DoE ETA Goulburn (CM) Newcastle (CM) NSWTF Submissions 1, 2, 8, 12–14, 16, 18, 22, 25 Survey (x97)</p>	<p>The selection of texts that students must experience has been adjusted as a requirement across Stage 6.</p> <p>The requirement for wide reading and related texts has been retained and reinforced in course requirements and module rubrics.</p> <p>Text requirements have been amended to give students the opportunity to study drama in Year 12.</p> <p>Text prescriptions will be published following syllabus release.</p> <p>Year 11 support material, including recommended resources will be developed.</p> <p>Texts selection in Year 11 is not mandatory to allow for flexibility to meet the needs of students and schools.</p>

## 4.6 Assessment

### Summary

The majority of respondents strongly agreed or agreed that the assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways. However, many respondents raised the lack of detail, clarity and transparency of intention in the examination specifications provided for consultation.

There was significant support for both assessment options. The majority of respondents indicated preference for Option 1 and removal of the creative response from the HSC examination. However, a large number of respondents expressed support for Option 2 and stressed the importance of retaining creative writing as a component of the HSC examination. The majority of respondents agreed that creative writing should be retained as an integral focus of coursework and assessment in the English Advanced course. Many respondents recommended that additional guidelines for monitoring the teaching of creative writing and moderating assessments are required.

Several respondents commented on the logistics and scope for malpractice regarding non-examination tasks in school-based assessments. A number of respondents suggested that the proposed 25% maximum limit on formal written examination type tasks in school-based assessment should be reconsidered.

### Feedback affirming the information on assessment

Feedback	Sources
The school-based assessment requirements are manageable.	AIS Survey (x94)
Assessment requirements and weightings are less restrictive and provide opportunities for formative assessment and increased student engagement.	AIS DoE Survey (x7)
Reduction in the number of school-based assessments is supported.	AIS Survey (x7) Marrickville (SV)

Feedback	Sources
Assessment specifications provide opportunities for students to develop and demonstrate their learning in a variety of ways.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) GyMEA (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Submissions 8, 18, 21, 24 Survey (x94)
Removing the related text requirements from the HSC examination will allow for more authentic assessment.	NSWTF TAFE Blacktown (CM) Liverpool (CM) Submissions 2, 16, 18, 24 SV
Reducing the duration of the HSC examination is supported.	Survey (x5) SV

### Key matters and actions

Key matters	Sources	Actions
The assessment specifications do not provide opportunities for students to develop and demonstrate their learning in a variety of ways and are not manageable.	Ballina (CM) Blacktown (CM) GyMEA (CM) Liverpool (CM) Survey (x66)	Materials will be developed to support a range of types of assessment that integrate the modes and provide students with a range of opportunities to demonstrate their learning in a variety of ways other than examination-style tasks. This will include scope and sequences, and marking guidelines.
<p>The proposed assessment formats and guidelines lend themselves to pre-prepared responses, plagiarism, malpractice and ethical misconduct.</p> <p>More hand-in tasks create more opportunities for malpractice.</p>	CCSOBB Industry SCS Submissions 6, 8, 9 TAFE	<p>The <i>All My Own Work</i> program is a mandatory prerequisite for Year 11 study.</p> <p>Schools will have flexibility to design assessment tasks that reduce the opportunities for malpractice issues and implement school-based strategies to ensure equity for all students. Support material will include sample assessment tasks.</p>

Key matters	Sources	Actions
<p><b>HSC examination</b> More information about the proposed HSC examination format should be provided.</p>	<p>AIS Burwood (CM) CCSOBB Liverpool (CM) Newcastle (CM) Submissions 3, 5, 8, 15, 16, 23, 24 SCS Survey (x6)</p>	<p>Assessment and Reporting specifications that include examination specifications will be delivered with the syllabus.</p>
<p>The proposed reduction in the scope and time allocated for the HSC external examination limits students' capacity to demonstrate deep understanding of texts and concepts and compromises the status and integrity of English as the only mandatory HSC subject.</p> <p>The external HSC examination should comprise two separate exam sessions.</p>	<p>AIS Blacktown (CM) Gynea (CM) Newcastle (CM) Submissions 2, 16 Survey (x6)</p>	
<p>Assessment of related texts should be retained in the external HSC examination.</p>	<p>Ballina (CM) ETA Submissions 1, 8, 22</p>	<p>The requirement for wide reading and related texts has been retained and reinforced as a mandatory requirement for school-based assessment.</p>
<p><b>School-based assessment</b> The 25% maximum weighting for a formal written examination type task eg trial HSC examination should be increased with the scope for more than one examination task.</p>	<p>AIS BCC CCSOBB Liverpool (CM) SCS Submission 8 Survey (x3) TAFE</p>	<p>The maximum weighting for examination-style assessment has been increased.</p>
<p>The weightings, reduced number and types of tasks leads to each task having a much larger weighting and increased stress on students.</p>	<p>AIS BCC Blacktown (CM) DoE ETA SCS Submissions 2, 16, 22 Survey (x5)</p>	<p>The number of tasks aligns with the NESA <i>Stronger HSC Standards Blueprint</i>.</p>

Key matters	Sources	Actions
<p>Creative writing should be mandated as part of school-based assessment.</p> <p>The weighting for assessment of students' creative writing should be reduced.</p>	<p>Blacktown (CM) ETA Goulburn (CM) Survey (x9) SV</p>	<p>The Assessment and Reporting document for the Advanced course will be released in 2017, providing details about how creative writing will be assessed.</p>
<p>Assessment of wide reading and related texts in Year 11 should be mandated in order to ensure these syllabus requirements are addressed appropriately.</p>	<p>AIS Survey (x3)</p>	<p>The requirement for wide reading and related texts has been enhanced in the module descriptions and clarified in the text requirements. Flexibility with assessment has been maintained in Year 11 so that schools can meet the needs of their students.</p>
<p>Clarification regarding weightings and specifications for all the language modes should be provided for school-based assessment.</p>	<p>AIS Submissions 1, 16 Survey (x2)</p>	<p>Students will have the opportunity to demonstrate their knowledge, skills and understanding across all the modes. Clarification has been made to the school-based assessment requirements to ensure that the modes are assessed.</p> <p>School-based guidelines will be reviewed to provide clarification regarding assessment requirements.</p>
<p>The requirement for a compulsory multimodal task in both Year 11 and Year 12 is limiting.</p>	<p>SCS Submission 8 Survey (x2)</p>	
<p>This inclusion of a multimodal task is welcomed but further information and examples of effective multimodal tasks are required.</p> <p>Opportunities for dramatic, performative and oral language requirements should be specified.</p>	<p>AIS Submission 18 Survey (x3)</p>	
<p>Schools may start to create large, multi-part assessment tasks.</p>	<p>AIS BCC DoE ETA Survey (x3)</p>	

## 4.7 Content

### Summary

The majority of respondents strongly agreed or agreed that the proposed modules are accessible and provide appropriate challenge and interest for students. Many respondents considered that the critical and creative components were appropriately balanced but there was also a view that there was greater emphasis on the critical components.

Some respondents expressed views about the wording of some rubrics and the broad of scope of the Year 11 and Year 12 common modules. Several respondents suggested specific changes to the focus and/or wording of module rubrics.

A number of respondents indicated that more information was required about text prescriptions and whether or not there would be electives for some or all modules, and in relation to the focuses, implementation and monitoring of the proposed concurrent Year 12 Module C in particular.

### Feedback affirming content

Feedback	Sources
The content describes the scope and depth of learning.	AIS NSWTF Submission 18 Survey (x80)
The modules are accessible and provide appropriate challenge and interest for students.	AIS Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) Submissions 10,12,18 Survey (x78) TAFE
The module rubrics provide sufficient detail and direction for developing teaching and learning programs and can be taught in the suggested time.	Ballina (CM) Blacktown (CM) Burwood (CM) DoE Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) TAFE

Feedback	Sources
The module rubrics provide sufficient detail and direction for developing teaching and learning programs.	NSWTF Survey (x68)
The modules can be taught in the suggested time.	Survey (x82)
The rubric for Year 12 Module C: The craft of writing provides sufficient direction to enable concurrent teaching and learning programs with the other modules as an option.	Ballina (CM) Blacktown (CM) Burwood (CM) CCSOBB DoE ETA Goulburn (CM) Gynea (CM) Liverpool (CM) Newcastle (CM) SCS Submissions 10, 25 Survey (x59)
Concurrent study of Module C in Year 12 with the common module and Modules A and B is supported for the flexibility this will provide to schools.	AIS
The critical and creative components are appropriately balanced.	Survey (x67)
Increased emphasis on the relationship between critical and creative components is supported.	ETA
Inclusion of the common module for English Standard and English Advanced in Year 11 and Year 12 is supported.	AIS CCSOBB DoE
Specific content referring to Aboriginal and Torres Strait Islander peoples histories and cultures, including the notion of 'storytelling' is supported.	Aboriginal Ed

## Key matters and actions

Key matters	Sources	Actions
The content does not describe the scope and depth of learning.	Survey (x30)	The modules have been revised to ensure appropriate challenge and interest for students. The text prescriptions will support the development of teaching and learning programs.
The modules are not accessible and do not provide appropriate challenge and interest for students.	Blacktown (CM) Burwood (CM) Goulburn (CM) Newcastle (CM) Submissions 15, 21 Survey (x29)	
The module rubrics do not provide sufficient detail and direction for developing teaching and learning programs and cannot be taught in the suggested time.	Blacktown (CM) Burwood (CM) Goulburn (CM) Liverpool (CM) Newcastle (CM) Submissions 5, 17, 21 Survey (x21)	
Having a common module for English Advanced, English Standard and English Studies in Year 12 could dilute the rigour and integrity of the course.	BCC ETA Liverpool (CM) Submissions 7,13,16,15 Survey (x4)	

Key matters	Sources	Actions
The HSC common module should not become a de facto Area of Study as a consequence of its breadth.	AIS Submission 6	
The Area of Study should be retained as it affords an emphasis on higher -order thinking skills.	Ballina (CM) Submissions 7, 15 Survey (x2)	
<p>The module rubrics require further clarification, detail and direction for developing teaching and learning programs. Suggestions included:</p> <ul style="list-style-type: none"> <li>● improve the focus and/or wording to ensure that the intended learning is clear and the terminology is consistent</li> <li>● language for all common modules should be identical.</li> <li>● increase the level of experimentation, self-expression, design and innovation</li> <li>● elective choices are required for some modules.</li> </ul>	AIS BCC Burwood (CM) ETA Goulburn (CM) SCS Submissions 1, 5, 14, 17, 18, 21, 22 Survey (x54)	The module rubrics have been revised to ensure that the focus of learning is clear, the language is consistent, there are appropriate higher-order thinking skills, and there is opportunity for creativity and self-expression.
<p>Clarification and more information is required for Module C: The craft of writing. Comments and suggestions included:</p> <ul style="list-style-type: none"> <li>● it does not provide sufficient direction to enable concurrent teaching and learning programs with the other modules as an option</li> <li>● concurrent implementation is impractical</li> <li>● creative writing should include scope for other forms of writing in addition to prose narratives</li> <li>● it should focus exclusively on students' creative writing.</li> </ul>	AIS Ballina (CM) Blacktown (CM) Burwood (CM) CCSOBB ETA GyMEA (CM) Liverpool (CM) Newcastle (CM) Submissions 6, 13, 22 Survey (x68)	<p>The module rubric has been revised to provide more clarity and information regarding the focus of student learning and the text requirements.</p> <p>Materials to support initial implementation will be released in 2017. This material will include scope and sequences, assessments and teaching and learning programs.</p>
Wide reading requirements should be mandated to ensure that there is additional scope for critical study of literary texts.	ETA Submissions 1, 6, 12-14, 22 Survey (x11)	The requirement for wide reading and related texts has been retained and reinforced as a mandatory requirement for Year 12 school-based assessment.

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
Where content refers to texts by Aboriginal and Torres Strait Islander people it should read <i>and/or</i> Torres Strait Islander people.	Aboriginal Ed	This content has been amended to include <i>and/or</i> as appropriate.

## 4.8 Learning across the curriculum

### Summary

The majority of respondents supported the inclusion of the proposed Learning across the curriculum content. However, a number of respondents noted that this content might be treated in a superficial way due to the practicalities of an already crowded study program and suggested that the requirements might be applied across Stage 6 as a whole rather than to both Year 11 and Year 12. There was support for the inclusion of texts which reflect the experiences of a broader range of peoples and cultures. Stakeholders representing Aboriginal Education were highly supportive of the inclusion of Aboriginal and Torres Strait Islander histories and cultures content.

### Feedback affirming Learning across the curriculum

Feedback	Sources
The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	Aboriginal Ed Survey (x65) TAFE
The inclusion of requirements for the recognition of Indigenous Cultural and Intellectual Property (ICIP) will prepare students for future studies.	Aboriginal Ed

### Key matters and actions

Key matters	Sources	Actions
The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is not necessarily authentic and appropriate at Stage 6 level. This leads to an impractical, narrow text focus and tokenistic treatment.	AIS SCS Submission 14 Survey (x60)	Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the <i>NESA Statement of Equity Principles</i> and related policies.  The Aboriginal and Torres Strait Islander histories and cultures content and requirements have been reviewed to ensure appropriateness and authenticity.
The prescribed text list should include more texts which focus on Aboriginal and Torres Strait Islander peoples, Australian Muslims and Arabs.	Submission 19	The text prescriptions committee will consider this suggestion in the development of the text requirements to ensure that the diversity of Australian society is appropriately represented.

Key matters	Sources	Actions
Where content about context is identified with an icon for Aboriginal and Torres Strait Islander histories and cultures there should also be an icon for Intercultural Understanding and Asia and Australia's engagement with Asia.	Aboriginal Ed	All icons have been reviewed and amended so that context is indicated by the three icons: Aboriginal and Torres Strait Islander histories and cultures, Intercultural Understanding, and Asia and Australia's engagement with Asia.
The statement relating to Aboriginal and Torres Strait Islander histories and cultures needs to be reviewed.	Aboriginal Ed	The statement has been amended to strengthen the consideration for community consultation when planning and programming.
<p><b>Difference and diversity</b> The requirement that text selections must give students experience of a wide range of gender perspectives should be removed.</p>	ACL ASC FVA Submission 3	Difference and diversity is a general capability that aligns with NESA <i>Statement of Equity Principles</i> to ensure that students have the opportunity to learn about the complexity of Australia's diversity. In the selection of texts for study teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.
The Difference and diversity learning area should be removed from the Learning across the curriculum content.		
The Difference and diversity learning area in the Learning across the curriculum content should include additional terms: 'religion' and 'postcolonial issues'. In addition, the term 'sexuality' should be subsumed into the term 'gender'.		

## 4.9 Diversity of learners

### Summary

The majority of respondents confirmed that the proposed syllabus caters effectively to the diversity of learners within the English Advanced cohort and specifically addresses their needs, interests and abilities. Respondents indicated that the course content and focuses provide suitable opportunities for challenge and student engagement.

A number of respondents suggested that the needs, interests and abilities of gifted and talented students should be reflected more prominently in the syllabus.

### Feedback about the diversity of learners

Feedback	Sources
The syllabus meets the needs of the diversity of learners in the English Advanced cohort.	AIS DoE ETA Survey (x76) TAFE

### Key matters and actions

Key matters	Sources	Actions
The content should be reduced to provide opportunities to cater for the diversity of learners and to facilitate deep learning.	SCS	The rationale states that this course is designed for students who have a particular interest and ability in the subject.
There is insufficient amplification of knowledge and understanding in the syllabus content and modules to provide appropriate levels of challenge for more able students.	ETA Survey (x5)	The content and modules have been reviewed to ensure that there is sufficient progression from Stage 5 to Stage 6 Advanced English.

## 4.10 Other comments

### Summary

Respondents found the draft syllabus to be clear, meaningful, relevant and well developed with interesting topics. They commented that the course will be both challenging and enjoyable as there is an authentic sense of purpose in the syllabus and care has been taken to preserve the integrity of texts set for study. There was significant enthusiasm and support for the implementation of the syllabus.

Two respondents provided feedback about the rights of parents to determine the kind of education that their children receive and questioned the opportunities for students to study a range of different perspectives about gender and sexuality. This was not supported by other respondents or at consultation.

A number of respondents expressed a view that the implementation of the new syllabus in Year 11 is too soon and greater lead time is required to prepare materials. The 12-month period for familiarisation and planning is consistent with NESA processes.

### Feedback affirming the draft syllabus

Feedback	Sources
The draft syllabus provides strong links to and extension from the current K–10 English Syllabus, and will be accessible and relevant to target the cohort.	AIS CCSOBB Submissions 12,13,18 Survey (x6) TAFE
The glossary included with the syllabus is comprehensive and useful.	AIS Survey (x19)

**Key matters raised and actions**

<b>Key matters raised</b>	<b>Sources</b>	<b>Actions</b>
<p><b>Support materials</b> Extensive support materials are needed concurrently with the release of the syllabus.</p> <p>A Standards package should be provided.</p>	<p>AIS DoE SCS Submissions 5, 7, 21 Survey (x6)</p>	<p>Materials to support initial implementation will be released in 2017.</p>
<p><b>Teacher professional development</b> Implementation support meetings and teacher professional learning opportunities are required to ensure that all teachers share a common understanding of the new syllabus.</p>	<p>SCS Submissions 5, 17 Survey (x4)</p>	<p>Materials to support initial implementation will be released in 2017.</p> <p>Further support implementing the curriculum is the responsibility of the sectors.</p>
<p><b>Consultation</b> The consultation period didn't provide sufficient opportunity for feedback because it was too short, poorly timed, inaccessible for regional teachers and some venue facilities were inadequate.</p>	<p>Ballina (CM) ETA Submissions 5, 15, 17 Survey (x5)</p>	<p>The timelines for consultation are consistent with NESA established syllabus development processes.</p> <p>Public consultation included opportunities for feedback to be provided through:</p> <ul style="list-style-type: none"> <li>● online surveys</li> <li>● consultation meetings</li> <li>● written submissions.</li> </ul> <p>The number of meetings was consistent with established NESA processes.</p>
<p><b>Text prescriptions</b> Text prescriptions should be provided during the syllabus consultation phase.</p>	<p>Ballina (CM) Blacktown (CM) DoE ETA Goulburn (CM) Liverpool (CM) Newcastle (CM) NSWTF SCS Submissions 5, 14, 17 Survey (x14)</p>	<p>NESA has established guidelines for developing a text prescriptions list following the development of the syllabus.</p>
<p>Opportunities for consultation should be provided before text prescriptions are finalised.</p>	<p>NSWTF Survey (x4)</p>	

Key matters raised	Sources	Actions
<p><b>Glossary</b> Various suggestions were made for additions and/or amendments to the glossary.</p>	<p>AIS Blacktown (CM) CCSOBB ETA Submissions 3, 5 Survey (4)</p>	<p>The glossary has been amended and/or revised for the following terms: literature, literary text, reimagine and cultural assumption.</p> <p>NESA key terms are available on the website as they apply to all Stage 6 syllabuses.</p>
<p>The term 'sexuality' should be subsumed by the term 'gender' in the list of terms in the definition for the glossary term 'cultural assumption'.</p>	<p>SASC Submission 3</p>	<p>Learning across the curriculum statements and content identified by icons has been reviewed and revised according to the NESA <i>Statement of Equity Principles</i>.</p>

## 4.11 Student voice

Targeted consultation meetings with students were held to gather feedback about English. Students were not consulted on the draft documents. They provided feedback about the current syllabus and their experience as a student in 2016. They have been represented within the context of this consultation report. These meetings focused on discussion of courses within the learning area, including:

- engagement and enjoyment studying the English Advanced course
- value of the course
- assessment practices
- preferences for additions or exclusions to the courses.

### Summary

Student comments focused on student engagement and assessment. The majority of feedback indicated a high engagement with the content and texts studied in the course. Some matters were raised about the expectations of the modules and the assessment.

### Feedback from student voice on Advanced English

Feedback	Sources
Students valued the opportunity to write critically and creatively but found writing creatively under exam conditions stressful. They would prefer more time for creative writing.	Marrickville (SV) Manly (SV) Northern Rivers (SV)
Students expressed the view that creative writing under exam conditions is inauthentic. A preference for internal assessment was expressed.	Manly (SV)
Students did not experience a balance between the critical and creative components of the course because creative writing is done only for the Area of Study.	Manly (SV) Marrickville (SV) Northern Rivers (SV) Individual submission
Students indicated that there are too many critical responses and not sufficient time to develop skills in other forms that may be more relevant post-school.	Individual submission
The Area of Study was least valued and perceived as irrelevant, limiting and repetitive. It was felt to be vague and time consuming.	Marrickville (SV) Manly (SV)
The modules and texts are considered rewarding and interesting but students recommended the removal of the requirement for related texts because there are too many text requirements and time pressures. They valued wide reading but not for examinations.	Marrickville (SV) Manly (SV) Marrickville (SV) Northern Rivers (SV) Individual submission

<b>Feedback</b>	<b>Sources</b>
Students expressed a view that assessments caused stress because there was not sufficient time to reflect on learning. Preferences were expressed for fewer assessments or more assessment with less weighting. They would like to see more informal assessment.	Marrickville (SV) Manly (SV) Northern Rivers (SV)
There was a strong view that the current nature of the HSC course requires more memory than knowledge or skills. A reduction in the HSC time would be welcomed.	Manly (SV) Northern Rivers (SV) Individual submission

## 5 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
<b>Aim and rationale</b>					
1. The rationale describes the nature and purpose of the course in the curriculum.	142	22%	73%	5%	0%
2. The aim provides a succinct statement of the overall purpose of the course.	141	20%	71%	9%	0%
<b>Objectives</b>					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	136	19%	71%	9%	1%
<b>Outcomes</b>					
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.	131	21%	65%	12%	2%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	133	20%	63%	13%	4%
6. The outcomes provide a continuum of learning from the Year 11 course to the Year 12 course.	131	25%	62%	12%	1%
<b>Course structure</b>					
7. The course structure and requirements are clear, manageable and appropriate.	127	13%	49%	29%	9%
8. The text requirements are manageable and appropriate.	127	13%	40%	29%	18%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
<b>School-based assessment</b>					
9. The school-based assessment requirements are manageable.	126	20%	54%	16%	10%
10. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	128	18%	55%	19%	8%
<b>HSC assessment</b>					
11. Please comment on the HSC examination specifications.	80	18%	37%	33%	12%
12. Please comment on the options provided for the HSC examinations, noting changes to school-based assessment.	80	25%	44%	21%	10%
<b>Course content</b>					
13. The content describes the scope and depth of learning.	110	14%	58%	25%	3%
<b>Learning across the curriculum</b>					
14. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	110	13%	46%	26%	15%
<b>Modules</b>					
15. The modules are accessible and provide appropriate challenge and interest for students.	107	11%	62%	22%	5%
16. The module rubrics provide sufficient detail and direction for developing teaching, learning and assessment programs.	105	9%	56%	29%	6%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. The modules can be taught in the suggested time.	103	17%	62%	17%	4%
18. It is appropriate and manageable to teach Module C: The Craft of Writing concurrently with other modules.	104	19%	37%	28%	16%
19. The critical and creative components are appropriately balanced.	105	10%	54%	27%	9%
<b>Diversity of learners</b>					
20. The syllabus meets the needs of the diversity of learners.	106	9%	63%	19%	9%

## 6 Respondents

### 6.1 Consultation meetings

#### Board Curriculum Committee consultation meeting at NESAs on 3 August 2016

(code: BCC)

13 members

<b>Name</b>	<b>Organisation</b>
Mr Gary Johnson	Chair
Mr Matthew Bentley	Professional Teachers' Council NSW
Professor Leigh Dale	NSW/Territories Committee of Chairs of Academic Boards/Senates
Mr Patrick Devery	NSW/ACT Independent Education Union
Mr David Eccleston	NSW Teachers Federation
Ms Lyn Fetterplace	Catholic Education Commission NSW
Ms Roslyn Giles	NSW Department of Industry – TAFE NSW
Mrs Prue Greene	NSW Department of Education
Mrs Linda McNeil	Council of Catholic School Parents NSW
Mr John Turner	NSW Department of Education
Mr Bradden Spillane	NSW Teachers Federation
Ms Karen Stapleton	Association of Independent Schools of NSW
Ms Samantha Viera	NSW Parents' Council

**Face-to-face consultation meetings (code: CM)**

422 attendees

<b>Location</b>	<b>Date (2016)</b>	<b>Number of attendees</b>
Newcastle	28 July	57
Goulburn	2 August	32
Liverpool	4 August	63
Burwood	8 August	79
GyMEA	9 August	34
Ballina	16 August	27
Blacktown	24 August	130

**Targeted consultation meetings****Aboriginal Education** (code: *Aboriginal Ed*)

10 attendees

Location	Date (2016)	Number of attendees
Sydney	28 July	7
Sydney	2 August	3

**Industry** (code: *Industry*)

28 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	28

**Student voice meetings** (code: *SV*)

52 attendees

Location	Date (2016)	Number of attendees
Northern NSW region (via video conferencing)	8 June	16
Marrickville	28 June	25
Manly	29 June	11

**Consultation meeting attendees**

<b>Attendees</b>	<b>Number of attendees</b>
Academic	2
Parent	1
Pre-service teacher	3
School executive	75
Teacher	292
Student	0
Other	9

<b>Attendees identified as</b>	<b>Number of attendees</b>
An Aboriginal person	8
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	374

<b>Sector</b>	<b>Number of attendees</b>
Government	229
Catholic	80
Independent	102
Non-school based	11

<b>Area of NSW</b>	<b>Number of attendees</b>
Metropolitan	304
Regional	118

*Note: The data listed above was gathered from meeting attendance registrations. It may not include all data for those who attended without first registering. Some data may not reflect the total number of attendees.*

## 6.2 Online survey respondents

194 responses

<b>Respondents</b>	<b>Number of respondents</b>
Academic	5
Parent	2
Pre-service teacher	5
Principal	2
School executive	34
School faculty/department	22
Teacher	111
Student	19
Other	10

<b>Respondents identified as</b>	<b>Number of respondents</b>
An Aboriginal person	6
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	188

<b>Sector</b>	<b>Number of respondents</b>
Government	111
Catholic	28
Independent	45
Non-school based	10

<b>Area of NSW</b>	<b>Number of respondents</b>
Metropolitan	114
Regional	80

<b>Number of people contributing to the survey</b>	<b>Number of respondents</b>
1	154
2–5	17
6 or more	23

### 6.3 Written submissions

<b>Organisations, groups and individuals</b>	<b>Code</b>
Association of Heads of Independent Schools of Australia	AHISA
Association of Independent Schools	AIS
Association for Teaching English to Speakers of Other Languages NSW	ATESOL
Australian Association of Special Education	AASE
Australian Christian Lobby	ACL
Catholic Schools Office – Diocese of Armidale	CSOArm
Catholic Education - Diocese of Wollongong	CEDOW
Community of Catholic Schools Office -Diocese of Broken Bay	CCSOBB
Family Voice Australia	FVA
NSW Department of Education	DoE
NSW English Teachers Association	ETA
NSW Teachers Federation	NSWTF
Sydney Catholic Schools	SCS
Sydney Anglican Schools Corporation	SASC
TAFE NSW	TAFE
Individual respondent	Submission 1
Central Coast English Head Teacher Network	Submission 2
Individual respondent	Submission 3
Dubbo School of Distance Education	Submission 4
Dubbo School of Distance Education - English Faculty	Submission 5
Individual respondent	Submission 6
Individual respondent	Submission 7
Individual respondent	Submission 8
Individual respondent	Submission 9
Individual respondent	Submission 10
Individual respondent	Submission 11
Individual respondent	Submission 12
Individual respondent	Submission 13
North Sydney Boys High School	Submission 14

<b>Organisations, groups and individuals</b>	<b>Code</b>
Northern Rivers English Collegiate	Submission 15
Northlakes High School	Submission 16
NSW Distance Education Collegial Network	Submission 17
Individual respondent	Submission 18
Individual respondent	Submission 19
Individual respondent	Submission 20
Individual respondent	Submission 21
Sydney Church of England Grammar School (Shore)	Submission 22
Southern Cross Distance Education Centre	Submission 23
St Ignatius College	Submission 24
St Ives High School	Submission 25
St Mary's Senior High School	Submission 26
Individual respondent	Submission 27