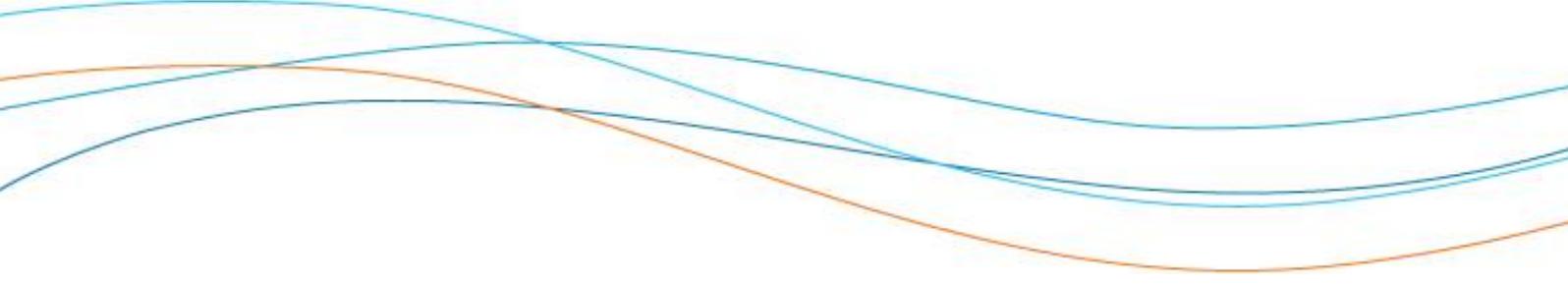


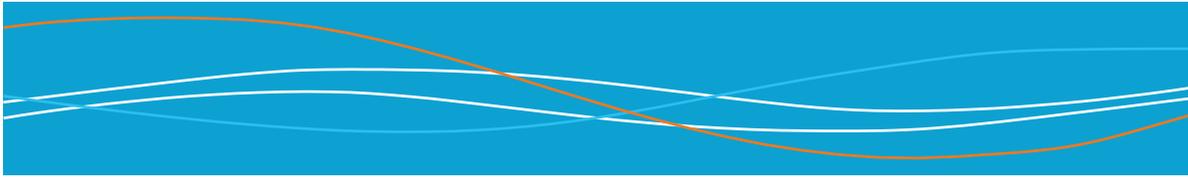
Consultation Report

**Draft Senior Secondary Australian
Curriculum: English**



November 2012

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Executive summary

Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for a national curriculum from Foundation to Year 12 in specified learning areas.

In December 2010, ACARA published the Foundation to Year 10 Australian Curriculum for English, History, Mathematics and Science. During 2010, draft curriculum content was also developed for 14 senior secondary subjects (four in each of English, Mathematics and Science, and two in History) and released for public consultation. From mid-2010 to December 2012, an iterative process of curriculum writing, consultation, feedback analysis, revision and refinement was conducted. The process included selected curriculum writers and advisors, and ongoing engagement with key stakeholder groups including state and territory education authorities, ACACA (Australasian Curriculum, Assessment and Certification Authorities), professional associations and academics.

Chapter 1 of this report provides more detail on the context for development of the senior secondary Australian Curriculum, and explains the development process over the two-year period.

The draft Senior Secondary Australian Curriculum: English was released as four subjects:

- English
- Essential English
- Literature
- English as an Additional Language or Dialect (EAL/D)

Methodology

The draft senior secondary Australian Curriculum was made available for nationwide consultation from 10 May to 20 July.

There were two main avenues for formal consultation feedback: an online questionnaire on the consultation portal of the Australian Curriculum website, and written submissions sent directly to ACARA.

Feedback was directly sought on rationales and aims, structural coherence, coverage and clarity of content, clarity and coherence of achievement standards, and representation of general capabilities and cross-curriculum priorities.

Chapter 2 of this report provides more detail about the consultation methodology.

Consultation demographics

Across all 14 senior secondary subjects (English, History, Mathematics, Science), 373 responses were received to the online questionnaire, including 76 for English. In addition to the questionnaire responses, 162 written submissions were received. Numerous written submissions addressed each of the four learning areas and the subjects therein.

Note that single responses often incorporated the views of many respondents.

The breakdown of online questionnaires for each subject is presented in Appendix 1.

All states and territories provided formal feedback on the draft curriculum either through the online questionnaire or via detailed written submissions.

Feedback was submitted by key stakeholders throughout Australia including:

- state and territory curriculum and school authorities
- peak bodies (such as teacher professional associations, government agencies and non-government organisations)
- schools
- individuals (teachers, academics, parents, members of the community).

Organisations that made written submissions are listed in Appendix 2.

Key findings

The consultation feedback identified strengths common to all four English subjects:

- The language and content in all subjects was familiar to teachers.
- The breadth of the content descriptions in most subjects was seen as positive, enabling teachers to choose a focus best suited to the needs and interests of their students.
- Logical development of skills and progression across units was recognised in the feedback.
- The flexibility of the design of the English subjects was widely supported although some concern remains about the four unit structure itself.
- Sample text lists were well received although more extensive lists were thought useful.

Specific areas for improvement across all four English subjects were also identified:

- The achievement standards are not well differentiated between levels, the lower levels are pitched too high, descriptions of quality are not apparent and students' creative work needs emphasis.
- There is a lack of agreement about the approaches adopted in EAL/D, Essential English and Literature, in relation to their respective primary focuses and the nature and place of texts.
- Some concerns were raised that teaching literary texts may be either peripheral to, or beyond the reach of students undertaking EAL/D and Essential English.
- Some overlap exists across all four subjects because some core knowledge and skills are common to all.

These broad concerns became the focus of review and refinement, along with concerns specific to each of the four English subjects.

Strengths and areas for improvement identified in the consultation feedback as being specific to English, EAL/D, Essential English and Literature are described in Chapters 4 to 7 respectively of this report.

1. Background information

1.1 Context for senior secondary curriculum development

The draft curriculum was developed according to a set of design specifications that were approved by the ACARA Board following consultation with state and territory curriculum, assessment and certification authorities. These are published in ACARA's *Curriculum Design Paper* (v3.0) (2012) (see www.acara.edu.au/curriculum/development_of_the_australian_curriculum.html)

The design specifications build on:

- a) the *Senior Secondary Years Position Paper* that was subject to national consultation in 2009
- b) discussion of senior secondary curriculum in the *Shape of the Australian Curriculum* v3.0, which included reference to overall characteristics of the senior secondary Australian Curriculum.

The senior secondary Australian Curriculum specifies content and achievement standards for fourteen senior secondary subjects across English, History, Mathematics and Science. Content refers to the knowledge, understanding and skills to be taught and learned in each subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. In each subject, Units 3 and 4 are designed to be developmentally more challenging than Units 1 and 2. Each unit is designed to be taught in approximately half a school year (approximately 50 to 60 hours duration including assessment and examinations). This design enables flexibility in the delivery of the four senior secondary units so that they may be studied singly in half a year, as two units over one year, or as four units over two years.

Each subject is clearly organised with a rationale, aims and learning outcomes to which the content and achievement standards are written.

The rationale for each subject:

- describes the nature of the subject in general terms and outlines how learning in the subject relates to the contemporary world and current practice
- explains the place and purpose of the subject, how learning in the subject is valuable, and how it contributes to meeting the national goals of schooling
- is consistent with the Foundation to Year 10 learning area rationale.

The aims for each subject present high-level statements of the major purpose of the subject and the intended developments in student learning.

The learning outcomes for each subject broadly describe what a student is expected to have learned as a result of studying the specified content. They describe the major dimensions of content, namely the knowledge, understanding and skills required by the subject.

Together with the content and achievement standards, the learning outcomes for each subject provide sufficient detail for:

- a) teachers and students to know what is expected to be taught and learned

- b) state and territory authorities to set assessment and certification requirements.

1.2 Key stages in the development process

The key stages, development criteria and roles/responsibilities are outlined in ACARA's *Curriculum Development Process* (v6.0), which has been published on the authority's website. The process is summarised in the following timeline.

February – March 2011

- Review of final report from the 2010 consultation on senior years curriculum content along with key stakeholder (authorities, professional associations and universities) submissions to identify the major issues in relation to the curriculum content
- Preparation of conceptual models for senior secondary achievement standards and an options paper for consideration by an achievement standards reference group.

April 2011

- Consideration of senior secondary curriculum design and structural elements
- Discussion of a preferred option for development of senior secondary achievement standards
- Analysis of relevant state and territory documents regarding achievement standards, subject-specific 'grade' or equivalent level descriptors, and related policy expectations.

May 2011

- Drafting of senior secondary Australian Curriculum (particularly rationale, aims, units, content descriptions) by writers and advisory groups
- Advice from ACACA regarding plans to develop achievement standards and proposals for redrafting the curriculum and the draft senior secondary curriculum design paper.

June – July 2011

- Draft curriculum materials presented to national panels for feedback.

August – October 2011

- Analysis of national panel feedback
- Revision of the draft curriculum in response to feedback and in light of concurrent work to develop the achievement standards
- Circulation of the draft curriculum to state and territory authorities for reviewing prior to the next round of national panels.

November – December 2011

- Further round of national panel meetings to inform ongoing review of the curriculum.

August – December 2011

- Research into current standards in equivalent subjects in states and territories
- Development of possible model/s for achievement standards and subsequent drafting of achievement standards for each subject
- Advice from Achievement Standards Reference Group, ACARA's F-12 Curriculum Reference Group and ACACA.

January – February 2012

- Continuing review of the curriculum with assistance of critical reviewers, content experts and advisory groups.

March – April 2012

- Preparation of the next draft of the curriculum for a further round of national panel review
- Bilateral meetings with each state and territory curriculum authority
- Subsequent revision in consultation with advisors and writers to prepare consultation draft for approval for national consultation.

May – July 2012

- Release of draft curriculum for national consultation on the Australian Curriculum consultation website from 10 May to 20 July
- Continuing engagement with expert groups, advisory groups and national panels
- Review of national and international information on achievement standards.

July – August 2012

- Comparisons of the draft curriculum with comparable curriculum offerings in selected international jurisdictions.

August – October 2012

- Finalisation of senior secondary consultation feedback reports
- Concurrent analysis of significant concerns and suggested areas for improvement drawn from the initial feedback analysis, with particular attention given to state/territory authority submissions
- Reviews by international experts and a desktop mapping analysis of similarities and differences between the Australian Curriculum and international curricula
- A further round of national panel meetings (6 to 11 September 2012) to assist advisory groups and writers to further revise and refine the curriculum
- Consultation data analysed and appropriate revisions made to the curriculum
- Senior secondary Australian Curriculum forwarded to the ACARA Board for approval.

November – December 2012

- Curriculum submitted to AEEYSOC (Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee) for consideration in November
- Endorsement at SCSEEC (Standing Council on School Education and Early Childhood) meeting of 7 December for publication.

2. Methodology

2.1 Consultation processes

The draft senior secondary curriculum was made available for nationwide consultation from 10 May to 20 July.

There were two main avenues for formal consultation feedback:

- an online survey on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to write a comment
- written submissions sent directly to ACARA.

The online survey comprised a mixture of rating-scale questions (four-point Likert scale) and space for comments that focus on suggestions for improvement. Feedback was sought on the:

- rationale, aims and coherence of the unit structure for each subject
- coverage and clarity of curriculum content
- clarity and coherence of the achievement standards
- representation of general capabilities and cross-curriculum priorities.

All online survey questions are included in Appendix 1.

Written submissions were received from state/territory education authorities, professional associations and other stakeholders. These typically offered more detailed feedback than was possible via the online survey. Respondents were requested to complete a cover sheet that contained space to record basic demographic information to assist in collation and analysis of responses.

Opportunities to provide feedback either via the online survey or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were regularly provided to subscribers through the online newsletter *ACARA Update*.

2.2 Feedback: gathering, analysis and reporting

Quantitative data, from the online surveys, are presented in charts and tables throughout this report and in the appendices. All quantitative data were collated and analysed in spread sheets, from which charts and tables were produced. The methodology for the collection and analysis of the data is outlined below.

For rating-scale questions, the frequency of responses for each rating (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (for example, strongly agree - 4, agree - 3). Values were totalled, and a percentage calculated for each category and displayed as a column graph.

Data analysis included breakdowns by state and territory for each question.

Qualitative data were outsourced to experts in research and data analysis. The data were gathered both from the comments in the online survey and from the written submissions,

and were analysed using NVivo software. From responses to each question in the online survey, comments were categorised as ‘concerns’, ‘strengths’ and ‘suggestions’, with specific topic nodes developed within these three categories. Comments were analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.

ACARA senior project officers also read and reviewed all the consultation feedback (quantitative and qualitative). They supplemented the qualitative analysis with reference to emphases and trends evident in the data, from their own critical analysis of the feedback.

For reporting purposes, the analysed data were organised according to the broad organisers for the survey - Rationale and Aims, Organisation, Content and Achievement Standards. Findings are reported against those headings in terms of strengths, areas of contention and areas for improvement.

Analysis of specific elements of consultation feedback highlighted the usefulness of grouping issues raised in the feedback into several categories for response by ACARA, namely:

Category	Response
1. Broad and strong agreement and consistent with design brief and subject rationale	Addressed through revision of the documents
2. Identifies errors in content	Addressed through revision of the documents
3. Conflicting views about the issue and/or how to resolve it	Decision to be made by ACARA with advisors about how to address
4. Inconsistent with design brief and would require a change in design specifications	Noted, not addressed
5. Related to nature of integration and implementation	Best resolved by the state/territory during the process of integration

2.3 Quality assurance

Qualitative data were analysed externally by data analysis consultants to ensure greater objectivity. ACARA officers met with the researchers to discuss the results of the data and ways to make its presentation clear to the reader.

Findings from the data analysis were checked against submissions of major stakeholders such as curriculum, assessment and certification authorities, whose input typically represented the views of a large number of respondents. This was to ensure no significant concerns were left unrecognised in the findings.

All consultation feedback, including written responses and online surveys, was archived to TRIM, ACARA's information management system. Data integrity checks were carried out to ensure that data were both accurate and relevant. All online data from the surveys were checked and duplicates were removed.

3. Consultation findings: across the English learning area

This section summarises the key strengths and areas for improvement that were identified in the consultation. There was also much commentary around implementation issues, although these were not the prime focus of consultation.

3.1 Consultation demographics: English

The four English subjects offered in the senior secondary Australian Curriculum attracted a range of detailed submissions and online questionnaires. A total of 76 online questionnaires were received across the four senior secondary English subjects of English, English as an Additional Language or Dialect (EAL/D), Essential English and Literature representing 628 individual respondents.

3.1.1 Online questionnaires

Table 1: National representation of respondents by state – online questionnaires across the learning area

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	nil	
New South Wales	11	17
Northern Territory	nil	
Queensland	19	161
South Australia	13	43
Tasmania	1	1
Victoria	18	103
Western Australia	14	303
TOTAL	76	628

A breakdown of the quantitative data generated by the online questionnaire is available in Appendix 1.

3.1.2 Written submissions

A total of 100 written submissions were also received, again representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 2: National representation of written submissions across the learning area

State/Territory	Number of written submissions
Australian Capital Territory	11
New South Wales	12
Northern Territory	1
Queensland	19
South Australia	11
Tasmania	6
Victoria	11
Western Australia	17
National	12
TOTAL	100

The list of contributing groups and organisations can be found in Appendix 2.

3.2 Strengths

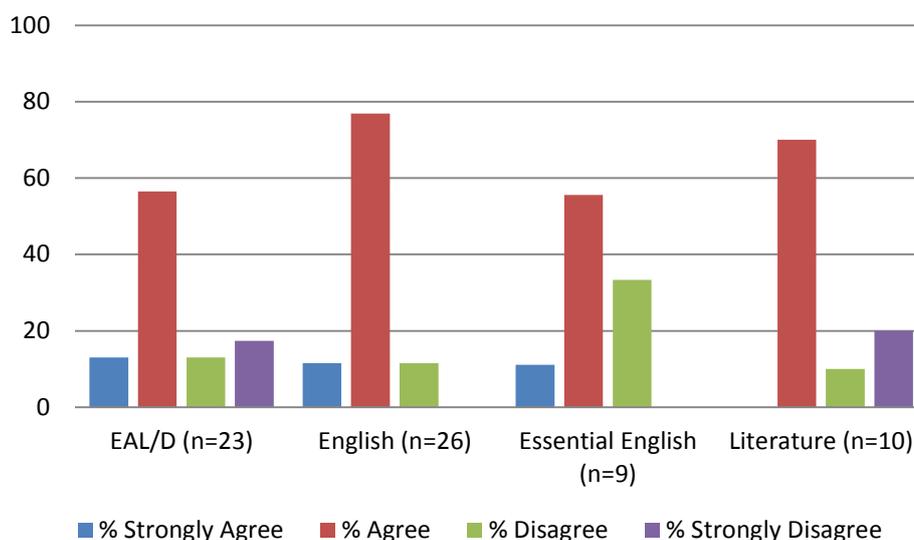
3.2.1 Rationale and aims

The rationales for English and EAL/D were strongly endorsed with a high degree of agreement. They were seen as providing clarity about the scope of each subject as well as their distinctive nature and importance. The comprehensiveness of the aims for English was also strongly endorsed.

3.2.2 Structure

There was support for the appropriateness of the connection with the F-10 curriculum for all subjects although less for EAL/D and Essential English than for the other two subjects.

Fig 1: Responses to question 13 - There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum



The flexibility of the design of the English subjects was widely supported although some concern remains about the four unit structure itself. For example, the four unit structure was seen by some as disrupting a continuum of learning. Others saw one broad area of study lacking variety while others saw the unit structures as allowing greater depth of study.

Sample text lists were well received although more extensive lists were thought useful. One respondent welcomed

.. the opportunities provided for states and territories and teachers to select a broad range of texts (Australian Association for the Teaching of English)

3.2.3 Content

The language and content in all subjects were familiar to teachers and many commented on the clarity and accessibility of the documents.

The breadth of the content descriptions in most subjects was seen as positive, enabling teachers to choose a focus best suited to the needs and interests of their students.

Logical development of skills and progression across units were recognised in the feedback.

3.2.4 General capabilities and cross-curriculum priorities

Feedback about the inclusion of general capabilities and cross-curriculum priorities varied. Some thought they needed to be developed further but many found their inclusion appropriate.

Fig 2: Responses showing percentage agreement and disagreement general capabilities question -The general capabilities that naturally fit with this subject are appropriately represented

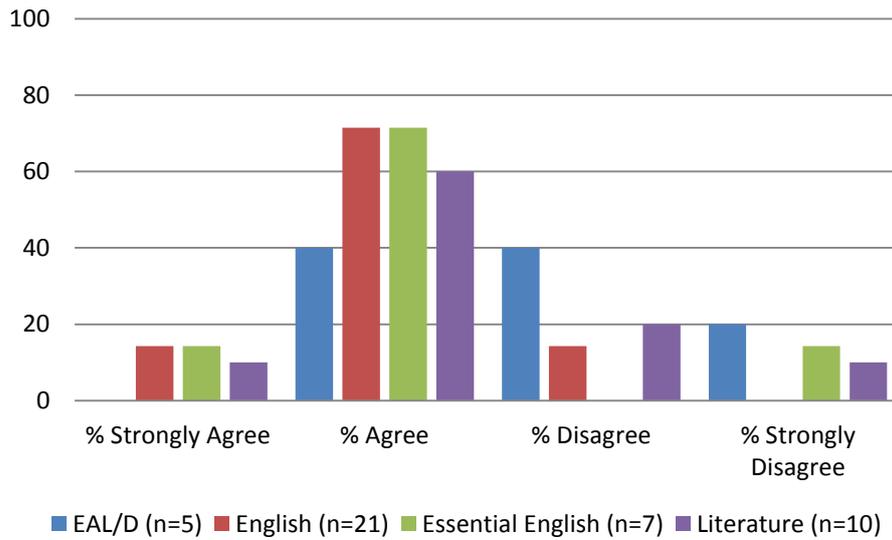
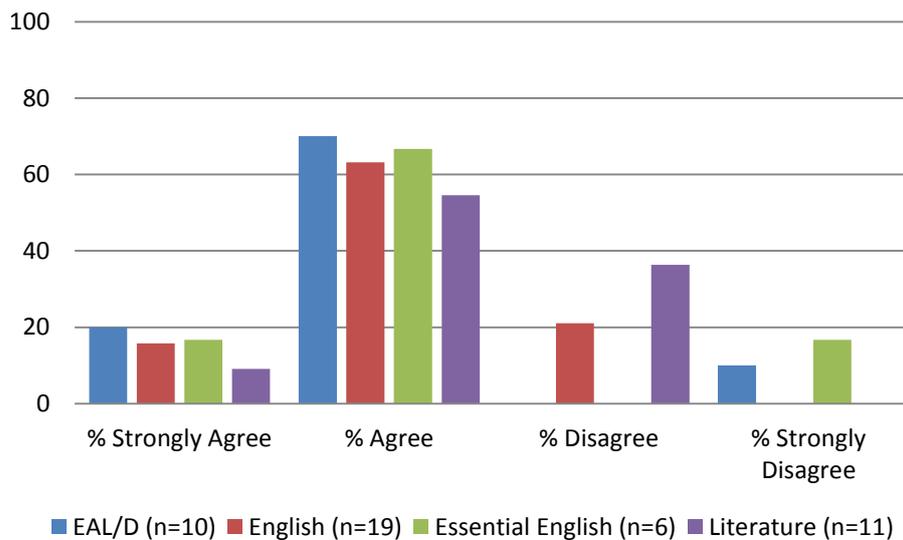


Fig 3: Responses showing percentage agreement and disagreement on cross-curriculum priorities - The cross-curriculum priorities that naturally fit with this subject are appropriately represented



3.3 Areas for improvement

3.3.1 Content

There was some concern about the suitability and relevance of literary texts in the study of both EAL/D and Essential English. Some questioned whether the study of such texts should be included in the curriculum when the priority for learning should be language acquisition. Some of these participants expressed a narrow view of what constitutes literary texts, even though literary texts are defined in the Organisation of Learning as:

'Literary texts' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms such as novels, poetry, short stories and plays, fiction, multimodal texts such as film, and a variety of non-fiction.

A broader range of literary texts in the sample text list might prove useful to teachers of EAL/D and Essential English.

A lack of clarity about the purpose of English and Literature was evident. Some thought the subjects needed to be more distinct and there was too much overlap between them. For example, the inclusion of multimodal texts was seen by some as belonging to English and not appropriate for inclusion in a study of Literature. Others though, proposed a greater focus on multimodal texts in all subjects including Literature.

Many submissions viewed the Australian Curriculum through the prism of their local courses and commented upon what was missing, or needed development in terms of their current practice. One respondent commented that in English:

Some of the content appears to be more like what WA teachers are accustomed to in a Literature course (especially the focus on aesthetic appreciation of texts). The difference between the English and Literature courses is not clear (especially around the issue of including film and multimedia in Literature – are these to be considered Literature?) (Association of Independent Schools of Western Australia)

Different approaches to the subjects were also promoted in some of the submissions. One view, for example, was that Literature should be exclusively about literary theory and literary texts. Others presented the view that only a functional approach to language should be included in Essential English and EAL/D.

Others were concerned that there was too much focus on the use of critique and the interpretations of others. One submission commented that:

...the notion of students developing skills and understandings about their roles as readers, and how they position themselves as readers needs to be clearer. (Australian Association for the Teaching of English)

3.3.2 Achievement standards

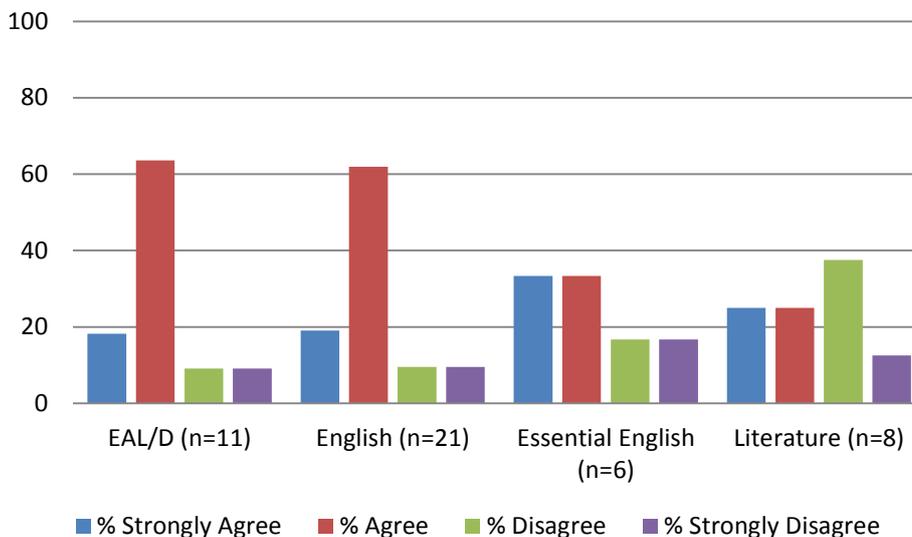
There was a consistent view that differentiation between levels is not clear enough in each subject and that complexity and comprehensiveness of content were not always appropriate. The pitch was considered too high at the lower levels and the description of quality was also problematic. The imaginative aspects of students' work were not emphasised enough in the creating dimension.

3.4 Other issues

There were two requests from jurisdictions for minimum requirements for texts to be stipulated, for example, that students must study film, poetry, world literature etc. Broad guidelines are provided in the draft curriculum but not specified. As texts in English are integral to assessment, it is appropriate that jurisdictions have carriage of these requirements.

Names of subjects were endorsed in EAL/D and English but there was less support in Essential English and Literature. One jurisdiction questioned the use of the name Bridging Units in EAL/D on the grounds the name implied that the units would not be viewed as an end in themselves but only as an avenue to other units.

Fig 4: Responses to the question - The names of the subjects are appropriate



4. Consultation findings: English

4.1 Consultation demographics

This section provides a focus on each of the draft rationale, aims, organisation, content and achievement standards of English.

Of the subjects offered within the senior secondary English curriculum, English was the most strongly supported. Feedback from respondents largely endorsed the content and skills included in the subject.

4.1.1 Online questionnaire

213 participants contributed to the questionnaire in 29 submissions.

Table 3: National representation of respondents by state – English online questionnaires

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	nil	
New South Wales	3	7
Northern Territory	nil	
Queensland	6	55
South Australia	5	14
Tasmania	1	1
Victoria	8	44
Western Australia	6	92
TOTAL	29	213

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1

4.1.2 Written submissions

A total of 30 written submissions were received, representing the views of a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 4: National representation of respondents by state – English written submissions

State/Territory	Number of written submissions
Australian Capital Territory	3
New South Wales	4
Northern Territory	1
Queensland	5
South Australia	4
Tasmania	1
Victoria	3
Western Australia	5
National	4
TOTAL	30

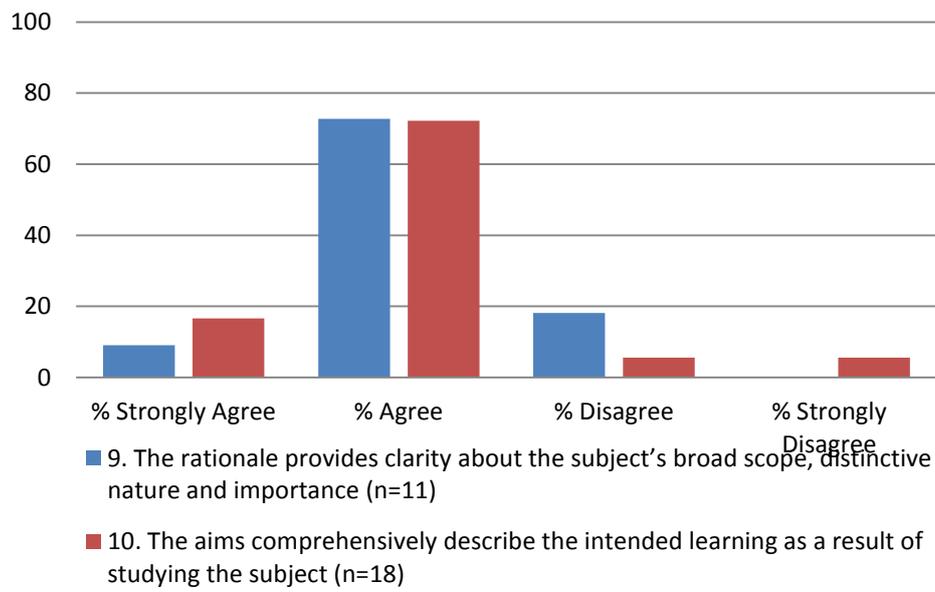
The list of contributing groups and organisations can be found in Appendix 2.

4.2 Strengths

4.2.1 Rationale and aims

The rationale and aims for English were strongly endorsed with the majority of respondents agreeing that the rationale was clear and distinctive, and the aims comprehensive.

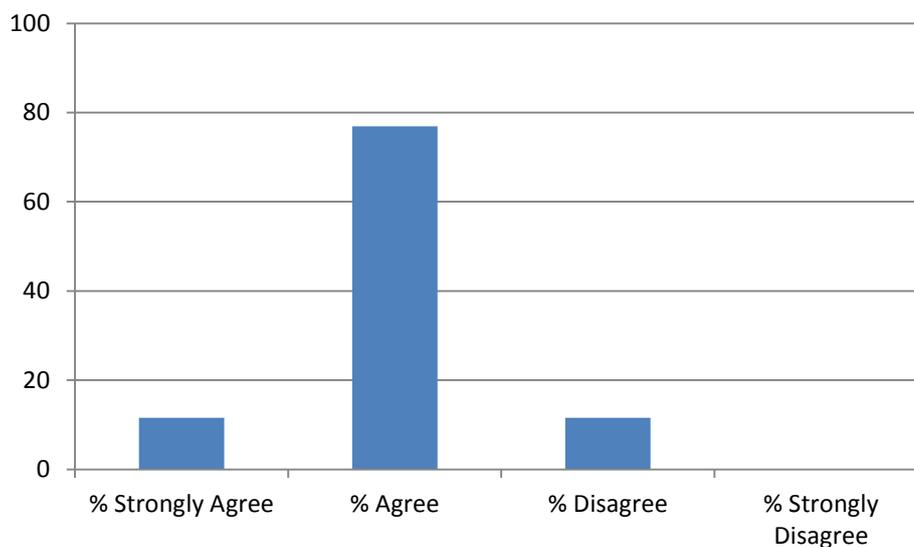
Fig 5: Responses to questions 9 and 10 – English rationale and aims



4.2.2 Structure

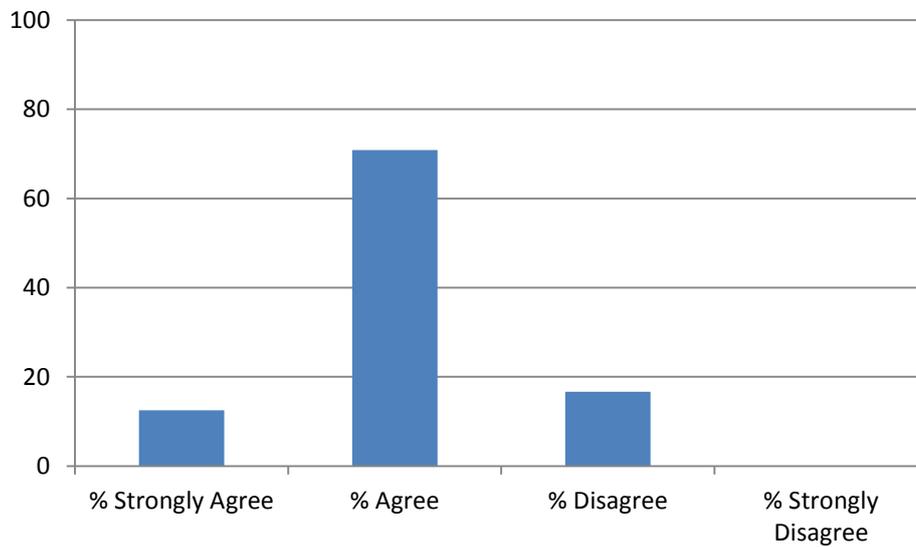
The majority of respondents for English agreed that there was a clear link to F-10.

Fig 6: Responses to question 13 - There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum – English (n=26)



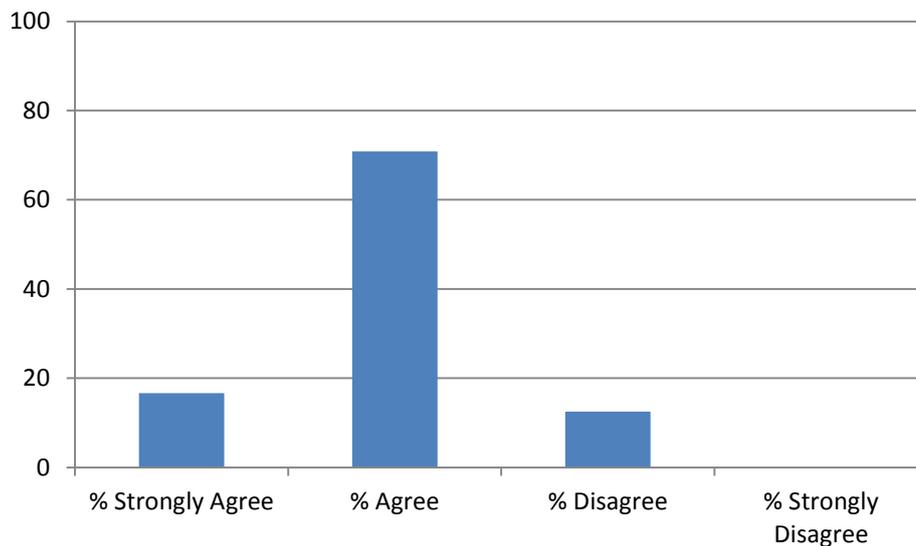
Respondents also supported the coherence of the four units.

Fig 7: Responses to question 11 - The four unit structure has internal logic and coherence – English (n=24)



Respondents also recognised the increasing level of cognitive demand across units.

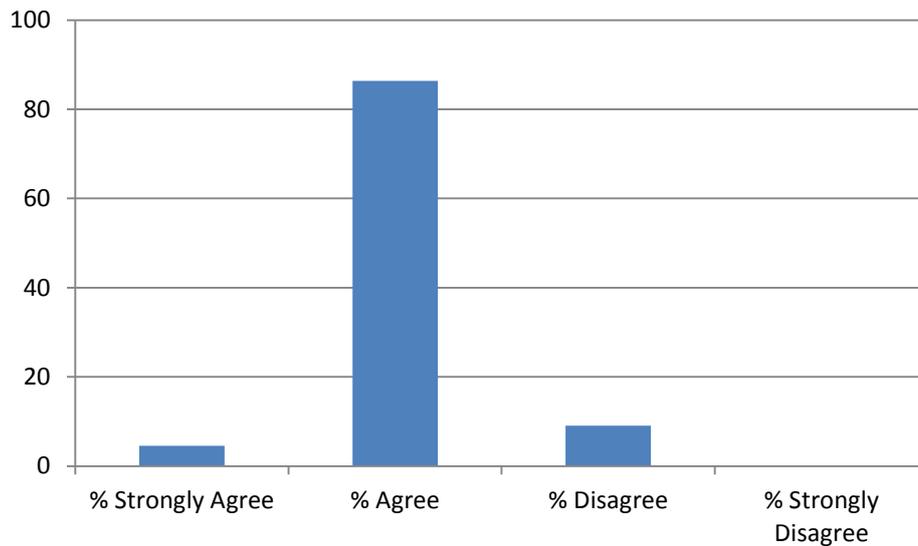
Fig 8: Responses to question 12 - Units 3 and 4 are more cognitively demanding than Units 1 and 2 – English (n=24)



4.2.3 Content

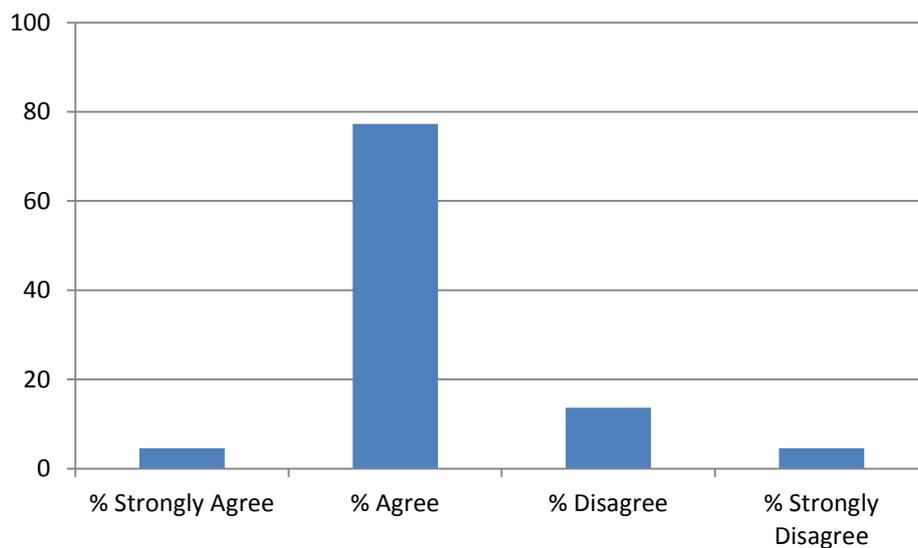
Many respondents in the online questionnaire commented on the clarity of the subject. They were familiar with the language and content, and recognised development across units.

Fig 9: Responses to question 15 - The unit description clearly describes the focus and scope for this unit - English (n=22)



The unit outcomes were seen as being clear about the expected learning for each unit.

Fig 10: Responses to question 16 - The unit outcomes describe clearly the expected learning for this unit – English (n=22)



In particular, Unit 1 was seen as consolidating learning, appropriate in content and providing a good introduction to the subject.

Feedback for Unit 2 was also positive with many seeing it build progressively on Unit 1 although some thought the differences between these units could be made more emphatic.

Unit 3 has consistently attracted positive feedback. Respondents see it as offering a clear focus.

4.2.4 General capabilities and cross-curriculum priorities

The online data suggested that the general capabilities and cross-curriculum priorities were appropriate. There was little discussion in the written submissions.

Fig 11: Responses to question 43 - The general capabilities that naturally fit with this subject are appropriately represented – English (n=21)

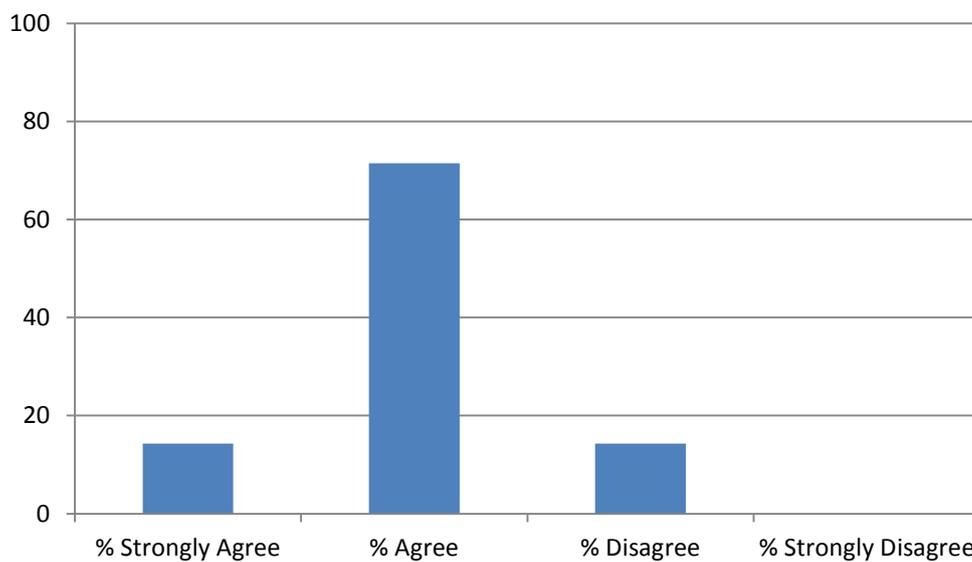
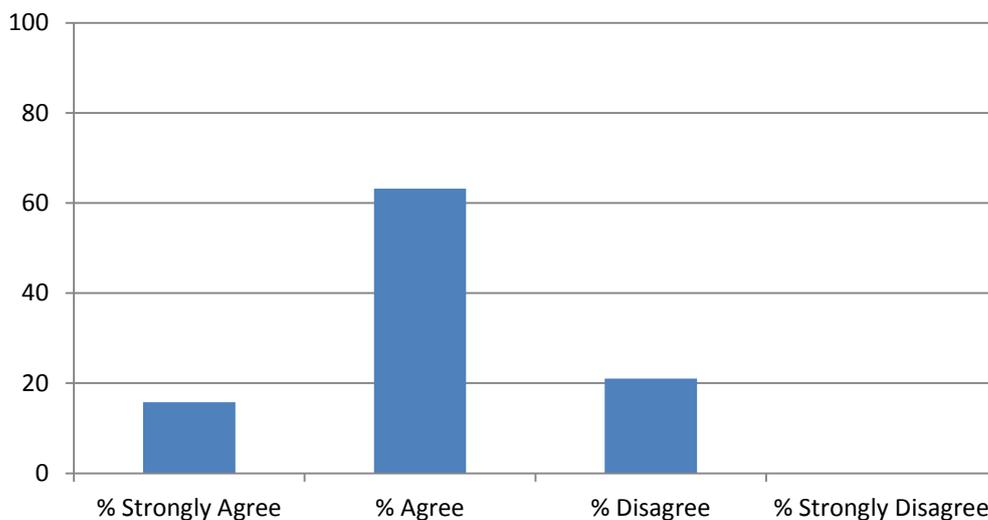


Fig 12: Response to Question 44 - The cross-curriculum priorities that naturally fit with this subject are appropriately represented- English (n=19)



4.3 Areas of contention

Balancing breadth with specificity was an area that prompted much discussion. Some felt that the breadth offered in the content descriptions, whilst providing flexibility, sacrifices direction and makes the 'big' ideas of English less obvious.

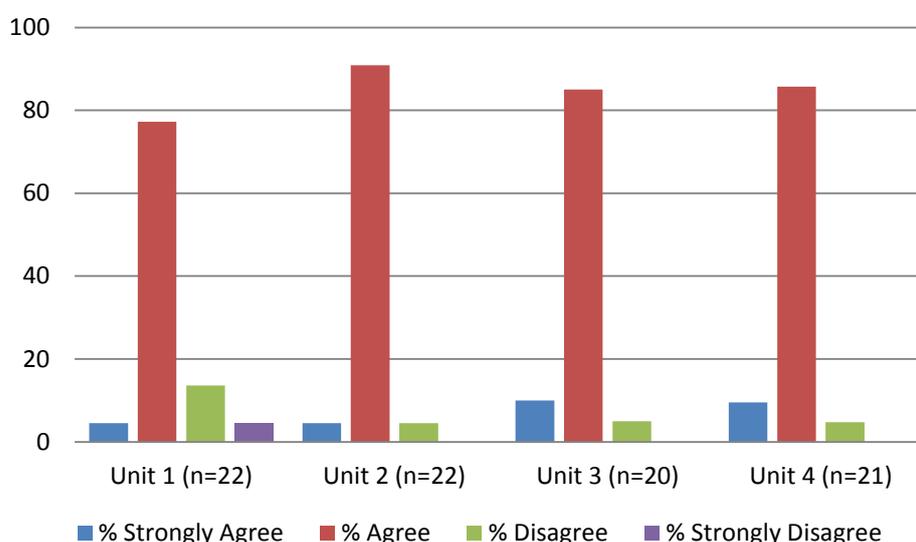
Progression in skills and development of content were clear for those who responded online, but some commented in the written submissions that the learning outcomes need to be reviewed to ensure that progression across units is clearly evident. Making the learning outcomes more explicit would also provide greater direction to the units.

One respondent commented that:

*The unitised structure of the English course is explained in such a way that it is difficult to tease out the key foci and differences among units. When the Learning Outcomes are taken into account the intent of each unit begins to become clearer, however, this is still quite vague and open to multiple (potentially inconsistent) interpretations.
(Independent Schools Queensland)*

In contrast, the online questionnaire data indicates clarity and appropriateness on the outcomes.

Fig 13: Responses to questions - The unit description clearly describes the focus and scope for this unit - English



Some written submissions questioned the advisability of including a content description on 'reflecting' as assessment is difficult. Further revision of this content description to make it more specific to each unit may be of assistance. A range of respondents wanted to see more emphasis placed on reflection and metacognition, requesting they be foregrounded in the other subjects as well.

There were mixed views about Unit 4 in the written submissions:

- Some saw it as being too content heavy given the constraints of schools with truncated terms at the end of the year.
- Others thought it brought together elements from across the other units and welcomed this cumulative and summative conclusion to the year.
- Others thought it should have new skills and knowledge, and be less cumulative.

Some wanted more emphasis on independent investigation in each unit and in the content descriptions although others commented that this is a pedagogical approach and not discipline content.

The need to emphasise the role of the reader as an active participant in the process of reading was raised. The curriculum was seen as proffering an old fashioned view of English, placing too much emphasis on the interpretation of the texts of others.

One respondent noted that:

The ideological underpinning of the course is not clear and there is a lack of specific attention to reading practices. There does not appear to be a theoretical framework for the development of the concepts covered. (English Teachers' Association Western Australia)

The need to place more emphasis on the study of multimodal texts, metacognition and creative thinking was also raised in some submissions. (Note: metacognition and creative thinking will be elaborated in the general capabilities.)

Too much content was a concern for some. One submission cited the dot point 'how responses to texts and genres may change over time' from a content description and remarked: 'This could be a unit in itself and quite complex for Year 11 students.' However, this content description could also be handled quite simply and teachers would do so depending on their students and the texts selected for study.

4.4 Areas for improvement

4.4.1 Rationale and aims

There was overall agreement that the aims for English could be better distinguished from those for Literature.

4.4.2 Content

Feedback from respondents largely endorsed the content and skills included in the subject.

Greater clarity could be achieved by expanding the glossary definitions of key terms such as 'audience' to remove ambiguity.

Revision of the learning outcomes to include purpose will also aid in providing direction to the subject as will including more examples in the content descriptions.

Revision of the subject to simplify terminology and classification of texts will assist clarity.

Including more emphasis on media texts and the role of communication will better differentiate this subject from Literature.

4.4.3 Achievement standards

Although respondents saw alignment with the curriculum, there was concern regarding the distinctiveness of the standards at each level and the comprehensiveness and complexity of the descriptions themselves. Data was much lower for measures addressing the standards than for any other aspect of the curriculum.

Fig 14: Responses to question 28 - The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level – English Units 1 and 2 (n=21)

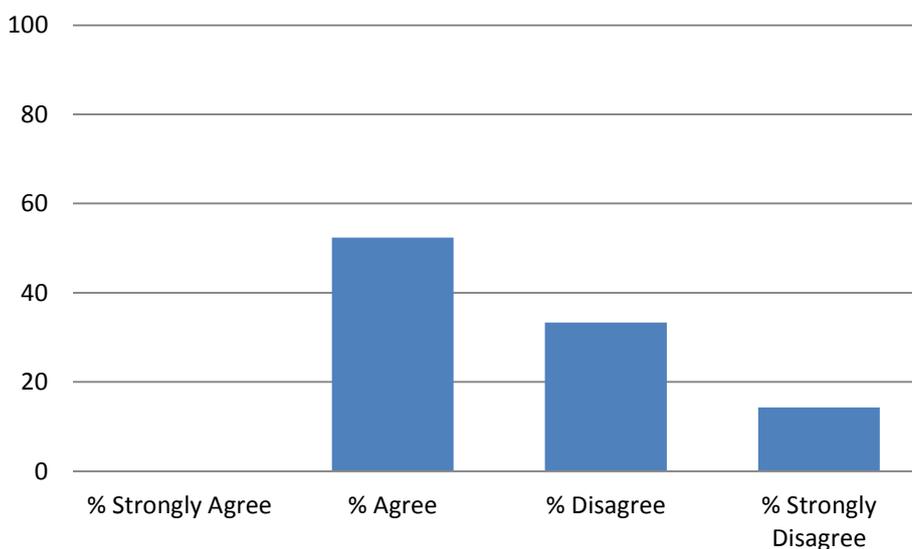
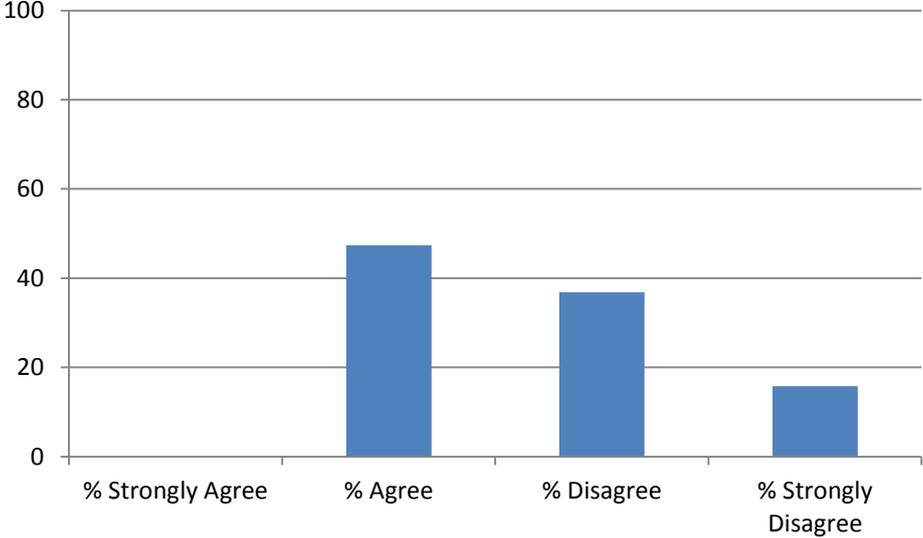


Fig 15: Responses to question 42 - The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level – English Units 3 and 4 (n=19)



5. Consultation findings: English as an Additional Language or Dialect (EAL/D)

5.1 Consultation demographics

This section provides a focus on each of the draft rationale, aims, organisation, content and achievement standards of EAL/D.

5.1.1 Online questionnaire

82 respondents contributed to 27 submissions received for this subject.

Table 5: National representation of respondents by state – EAL/D online questionnaires

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	nil	
New South Wales	6	8
Northern Territory	nil	
Queensland	7	8
South Australia	5	15
Tasmania	nil	
Victoria	6	17
Western Australia	3	34
TOTAL	27	82

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1.

5.1.2 Written submissions

A total of 21 written submissions were received, representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 6: National representation of respondents by state – EAL/D written submissions

State/Territory	Number of written submissions
Australian Capital Territory	2
New South Wales	2
Northern Territory	1
Queensland	4
South Australia	2
Tasmania	1
Victoria	2
Western Australia	4
National	3
TOTAL	21

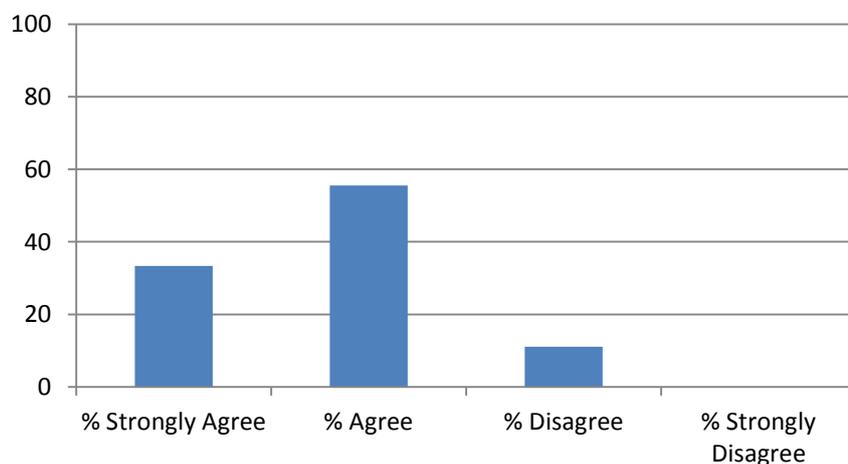
The list of contributing groups and organisations can be found in Appendix 2.

5.2 Strengths

5.2.1 Rationale and aims

The clarity of the rationale was endorsed.

Fig 16: Responses to question 9 - The rationale provides clarity about the subject's broad scope, distinctive nature and importance - EAL/D (n=9)



5.2.2 Structure

The inclusion of the language table was seen as a useful support document for teachers to use to diagnose areas of weakness in students' language acquisition whilst providing flexibility to teach to the point of need.

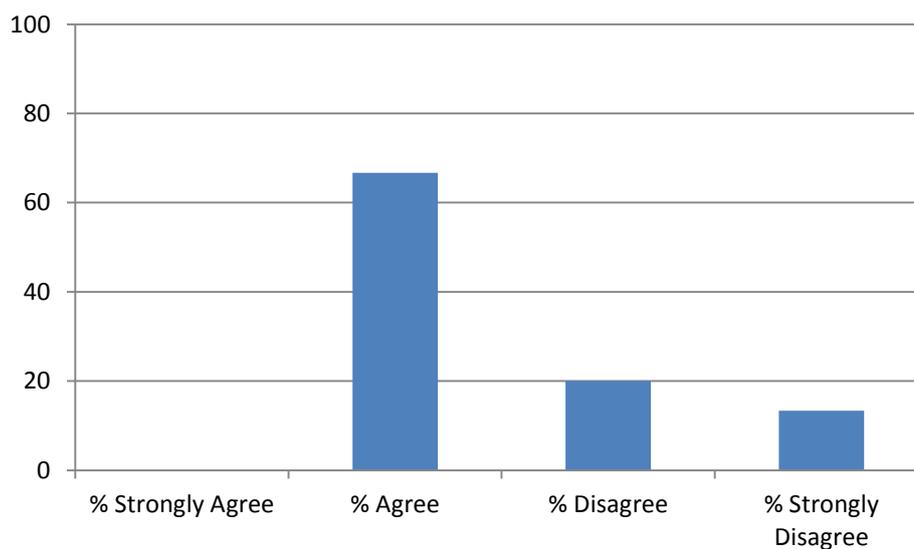
The bridging units were approved by most respondents who found them to be a useful inclusion, providing pathways for a diverse cohort of language learners. Their presentation was a matter of concern for some who wanted to see the units presented as eight sequential units.

5.2.3 Content

The inclusion of explicit and sequential language acquisition across the eight units as well as the focus on academic skills prompted positive commentary.

Clear development of knowledge and skills was recognised across the eight units.

Fig 17: Responses to question 18 - The content descriptions are specific about what is to be taught – EAL/D (n=15)



There was strong support on all measures for the bridging units with the exception of the amount of content in Bridging Unit 1.

5.2.4 General capabilities and cross-curriculum priorities

The online questionnaire reported strong support for the way the cross-curriculum priorities were included but the data for the general capabilities was less supportive.

Fig 18: Responses to question 75 - The cross-curriculum priorities that naturally fit with this subject are appropriately represented – EAL/D (n=10)

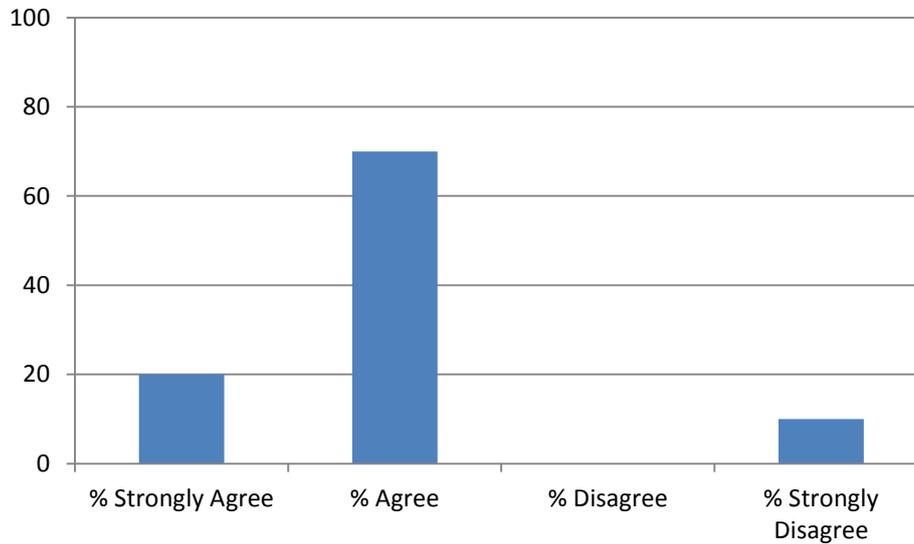
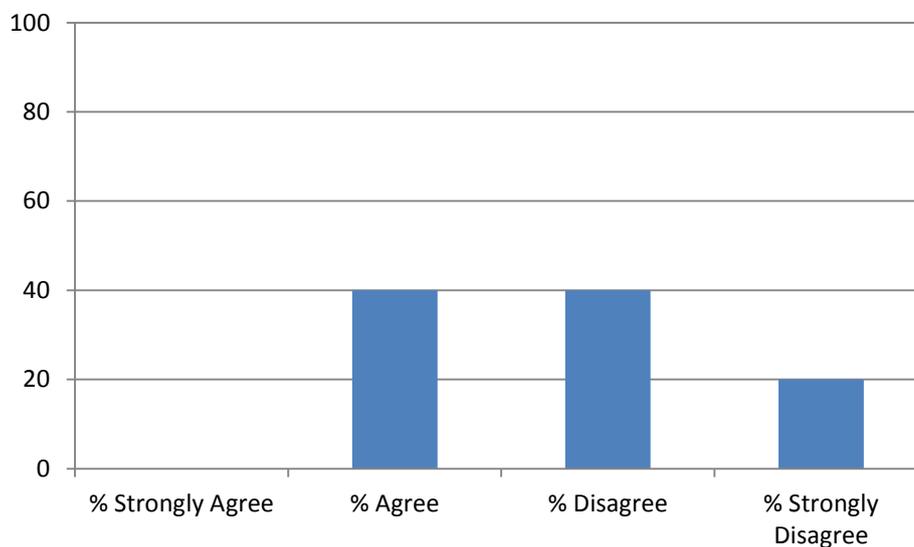


Fig 19: Responses to question 74 - The general capabilities that naturally fit with this subject are appropriately represented – EAL/D (n=10)



5.3 Areas of contention

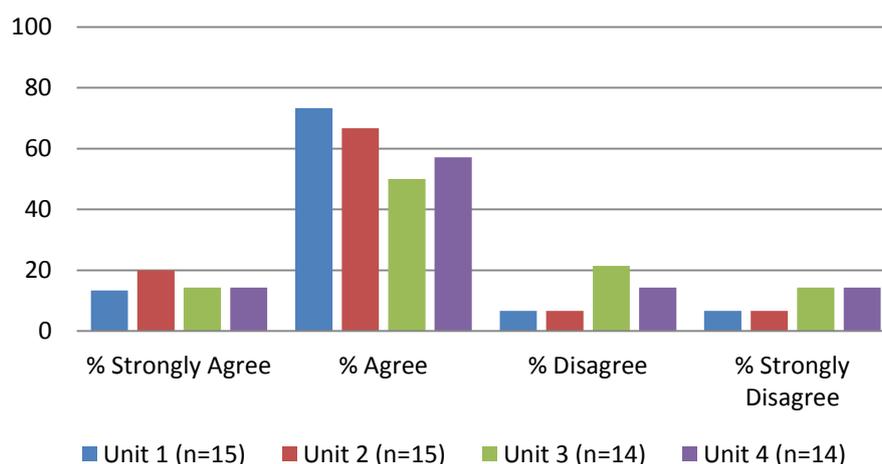
There were a number of polarised views in the feedback for EAL/D which is indicative of the very different approaches taken by jurisdictions to this subject. Broadly, these approaches are to:

1. Focus on language acquisition and not on the study of literature - texts studied in this approach would be of the kind that will help students in the future and connect to different curriculum areas.
2. Place more emphasis on analysing and evaluating how language is used - in this approach literary texts would be included.

The balance between language and textual analysis and language acquisition was seen as needing redress but in which direction such redress is to take was contested. Many involved in this debate have a traditional view of what constitutes a literary text. It will be helpful for many to understand that the inclusion of texts is a matter for individual teacher judgement, that the definition of literary texts is broad and can include a range of multimodal as well as print texts, excerpts as well as whole texts.

Too much content was seen as an issue in Units 1, 3 and 4 and may be linked to unevenness in the degree of specificity of content. This is to be expected to some degree as students enter these units with varying degrees of language capability. Differences in the size of the content descriptions may enhance the flexibility for teachers as they make decisions about how much time to spend on certain aspects of the content depending on the needs of their students.

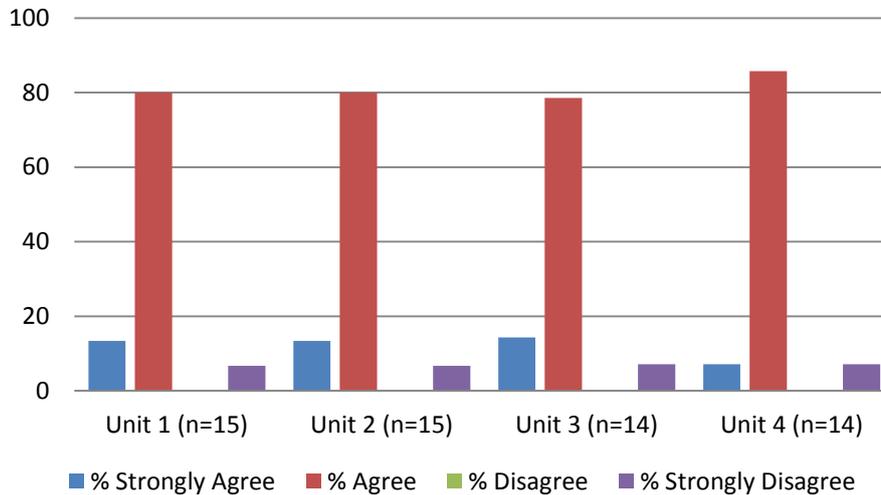
Fig 20: Responses to the question - The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours – EAL/D



Some saw critical thinking and higher order thinking needing to be emphasised as much as language skills.

Inconsistencies were seen in the learning outcomes in the written submissions with more analysis needed in Units 1 and 2 to provide better progression to Units 3 and 4 but the online questionnaire data contradicted this view.

Fig 21: Responses to the question - The unit outcomes describe clearly the expected learning for this unit – EAL/D



Increased reference to using the students own language background was also requested, although this is referred to in the curriculum and is concerned with how the subject is taught rather than what is to be taught.

One submission raised the issue that students who speak a dialect are not visible in this subject despite the name of the subject. It should be noted that this is also an issue primarily related to pedagogy and how these students are taught. A curriculum document can only partly address such issues, although dialect learners will be profiled more in the rationale.

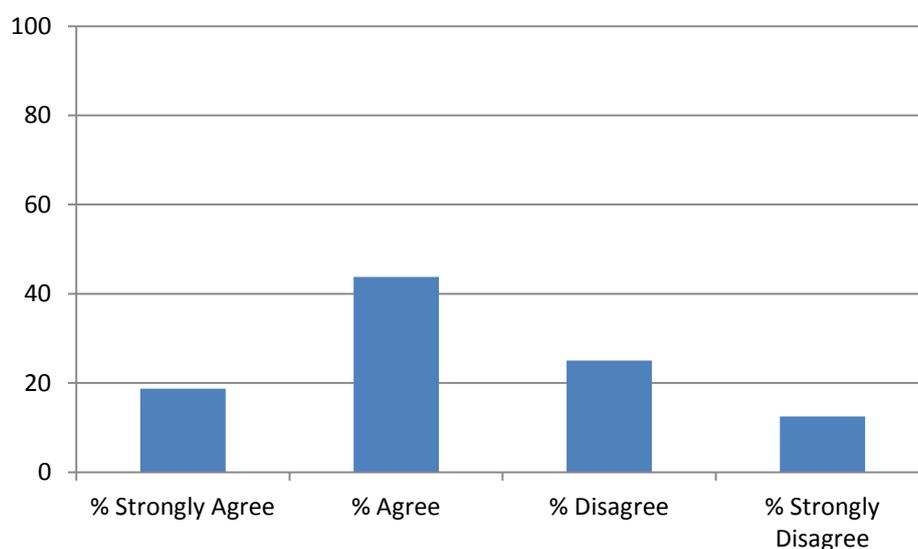
5.4 Areas for improvement

5.4.1 Rationale and aims

A lack of clarity in the aims was commented upon and may be caused by:

- the combination of common aims across the four subjects followed by two subject specific aims thus obscuring the purpose of this subject
- the inclusion of aims concerning language acquisition as well as textual analysis.

Fig 22: Responses to question 10 - The aims comprehensively describe the intended learning as a result of studying the subject – EAL/D (n=16)



5.4.2 Content

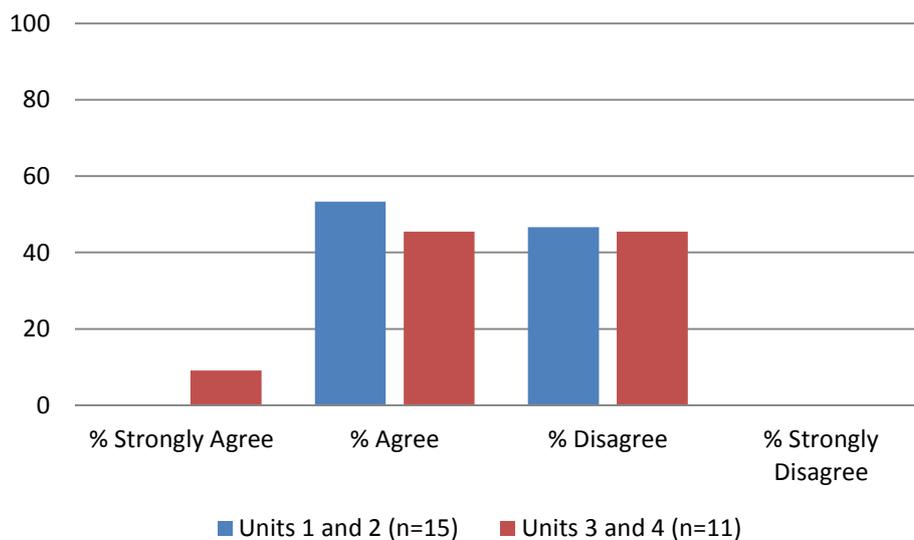
Oral language needs to be explicit throughout the curriculum and the standards. This has been acknowledged in the curriculum through the inclusion of the first content description in each unit, entitled 'Communication skills'. However, as a consequence of the importance of this language mode to the development of facility in language, greater emphasis was requested.

Many commented that the amount of content requires review, particularly in Bridging Unit 1.

5.4.3 Achievement standards

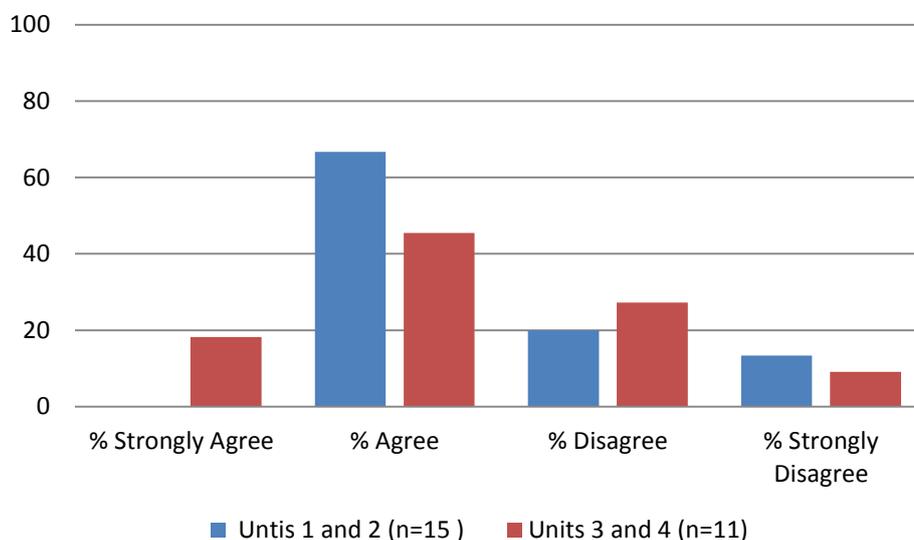
The polarised views about the approach to be adopted in this subject also impacted on how the standards were viewed. Some respondents thought that the cognitive taxonomy in the standards does not represent the language focus of the subject and that differentiation in EAL/D should be on the basis of linguistics.

Fig 23: Responses to questions 26 and 40 - The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units - EAL/D



In contrast, responses to online questions about clarity and distinctiveness were higher than for alignment and pitch for Units 1 and 2.

Fig 24: Responses to questions 27 and 41 - The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level – EAL/D



6. Consultation findings: Essential English

6.1 Consultation demographics

This section provides a focus on each of the draft rationale, aims, organisation, content and achievement standards of Essential English.

6.1.1 Online questionnaire

170 participants contributed to the questionnaire in 8 online questionnaires.

Table 7: National representation of respondents by state – Essential English online questionnaires

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	nil	
New South Wales	1	1
Northern Territory	nil	
Queensland	2	41
South Australia	1	10
Tasmania	nil	
Victoria	2	21
Western Australia	2	97
TOTAL	8	170

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1.

6.1.2 Written submissions

A total of 22 written submissions were received, representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 8: National representation of respondents by state – Essential English written submissions

State/Territory	Number of written submissions
Australian Capital Territory	3
New South Wales	2
Northern Territory	1
Queensland	4
South Australia	2
Tasmania	1
Victoria	2
Western Australia	4
National	3
TOTAL	22

The list of contributing groups and organisations can be found in Appendix 2.

6.2 Strengths

6.2.1 Rationale and aims

Some commented on the practical focus afforded by the subject in the rationale. One submission noted that:

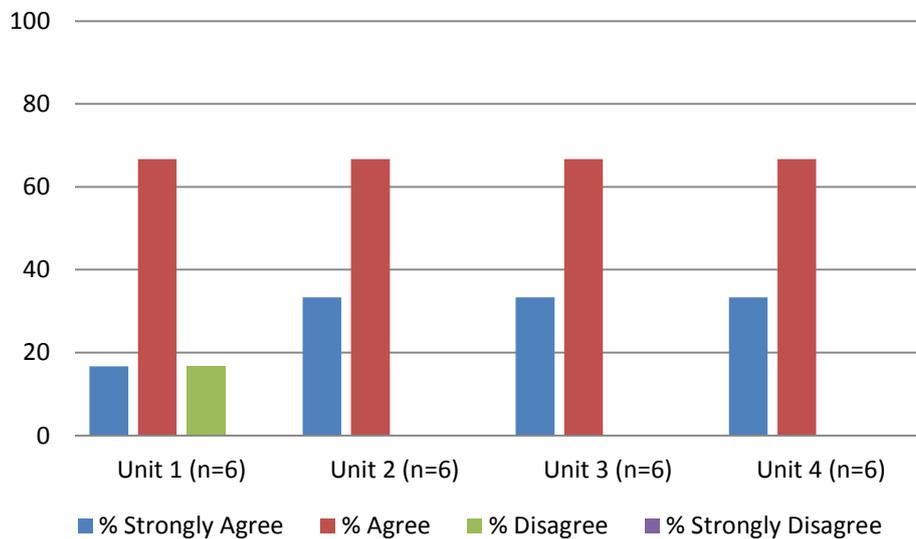
The first two paragraphs of the rationale seem practical and describe the students we would expect to study this subject. (Association of Independent Schools of Western Australia)

6.2.2 Structure

There was strong support for the structure of the subject with many commenting on the clarity and logical development of skills such as comprehension that are carried across all units.

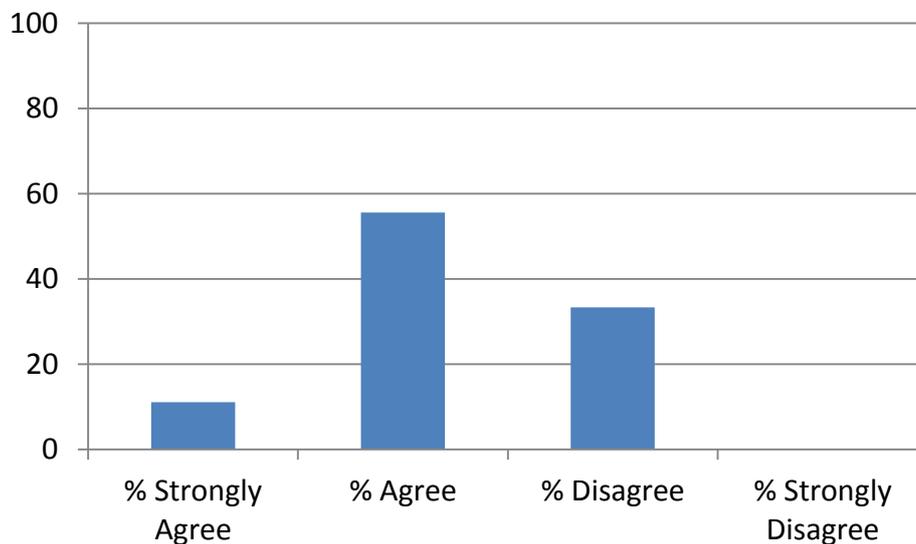
The coherence of the units as well as the progression, clarity and focus of the content was also supported.

Fig 25: Responses to question - The unit descriptions clearly describe the focus and scope for this unit – Essential English



Respondents also endorsed the link to F-10.

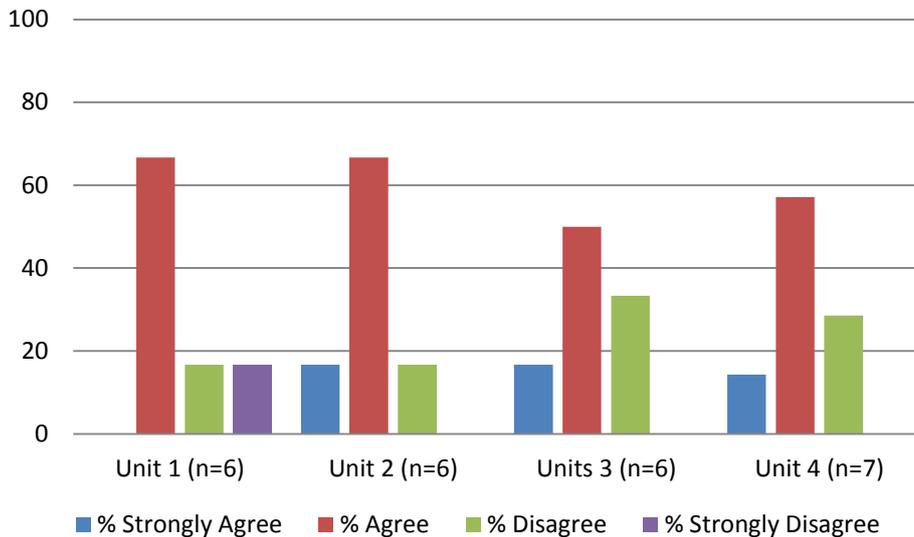
Fig 26: Responses to question 13 - There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum – Essential English (n=9)



6.2.3 Content

Many affirmed the possibility of creating units of work appropriate to a range of contexts and that would suit the needs of students.

Fig 27: Responses to question - The unit contains relevant and appropriate content (knowledge, understanding and skills) – Essential English



6.2.4 General capabilities and cross-curriculum priorities

The representation of the general capabilities and cross-curriculum priorities were endorsed in the online feedback.

Fig 28: Responses to question 43 - The general capabilities that naturally fit with this subject are appropriately represented – Essential English (n=7)

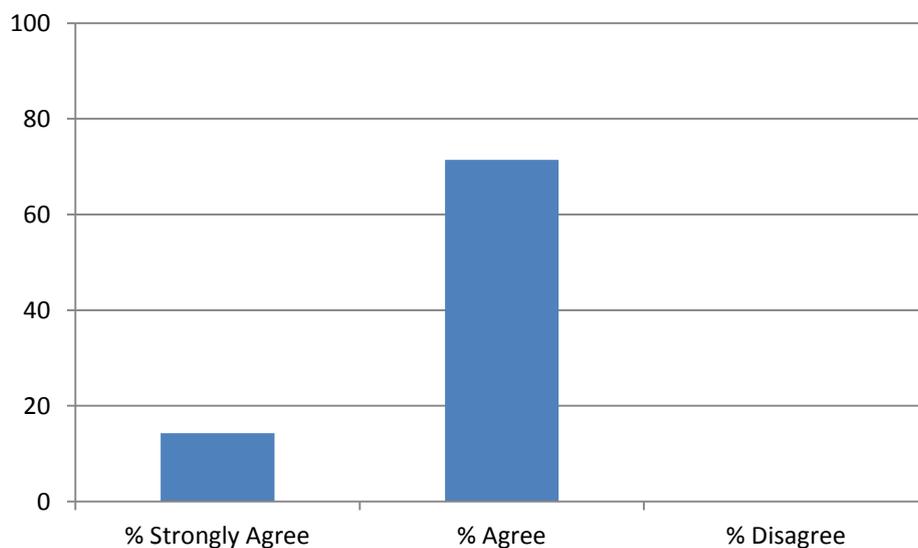
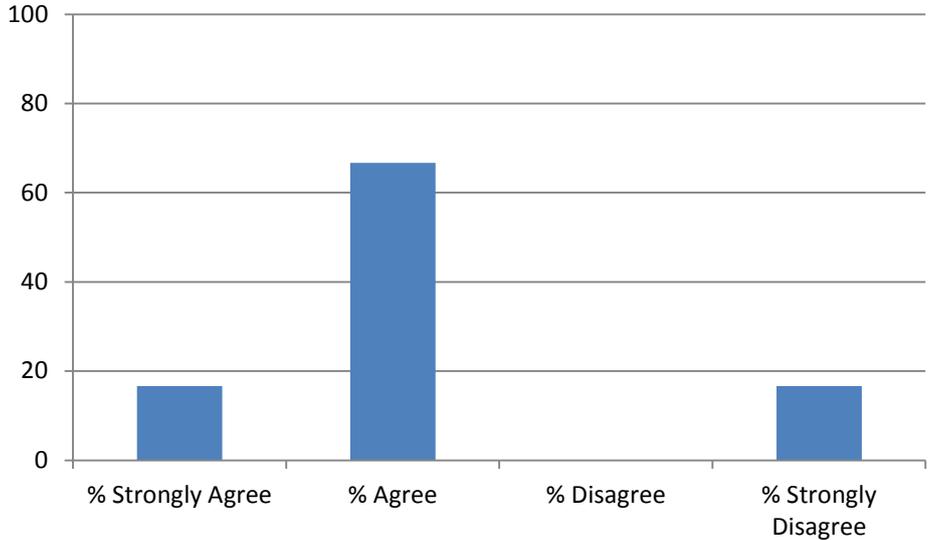


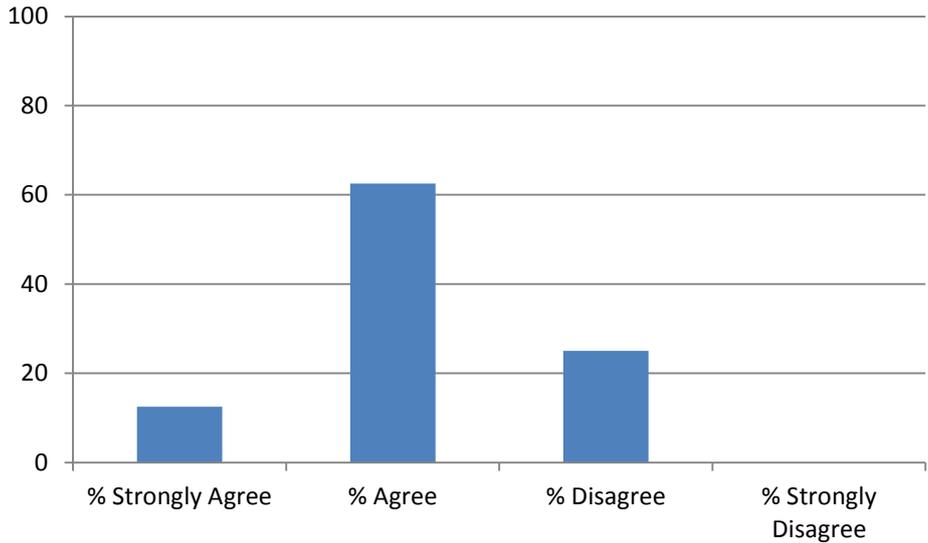
Fig 29: Responses to question 44 - The cross-curriculum priorities that naturally fit with this subject are appropriately represented - Essential English (n=6)



6.2.5 Achievement standards

The organisation of the achievement standards across units was familiar to respondents in the online questionnaire.

Fig 30: Responses to question 14 - The achievement standards across Units 1 and 2 and Units 3 and 4 are organised in an order consistent with your experience – Essential English (n=8)



6.3 Areas of contention

There were polarised views amongst the small number of responses in the feedback for Essential English.

The central issue lies in lack of clarity about the purpose of the subject and the nature of the audience. Feedback indicated that the subject did not cater for the cohort for whom it was intended. However, the cohort those respondents had in mind varied. Some saw the subject as catering for those with very low literacy levels and therefore wanted to see a literacy subject, focusing on a functional approach to language acquisition. They objected to the inclusion of the study of literature. Others saw the course as potentially catering for those students who were disengaged with school and who wished to undertake a more practical subject. These perceived the emphasis on literacy and lower levels of demand in analysing and evaluating texts to be indicative of a lower order English course and to which they objected.

One respondent commented:

The higher order skills suggested by terms such as 'analyse', 'effects of tone and style' and 'synthesising' are inappropriate. The unit descriptions, such as at the beginning of Unit 3 sound more like an English subject. (Association of Independent Schools of Western Australia)

6.3.1 Content

Mixed views were evident regarding the inclusion of aesthetic and imaginative elements. Some considered these inclusions a strength but others wanted a more functional approach to the acquisition of language. Another group of respondents saw a functional approach evident in the curriculum and felt strongly that the inclusion of literature is an entitlement for students.

The inclusion of a 'research' content description was seen as positive by some and there was a view that it should be included in all English subjects, however, others thought the inclusion of research is not unique to the discipline of English and not appropriate for this cohort of students.

6.4 Areas for improvement

6.4.1 Rationale and aims

The purpose of the subject should be explicit in the rationale and aims. The clarity and consistency of the rationale and aims were seen as not being consistent with the needs of the cohort. It may be that the inclusion of aims that are common across the four subjects is obscuring the purpose of this course.

Fig 31: Responses to question 9 - The rationale provides clarity about the subject’s broad scope, distinctive nature and importance - Essential English (n=6)

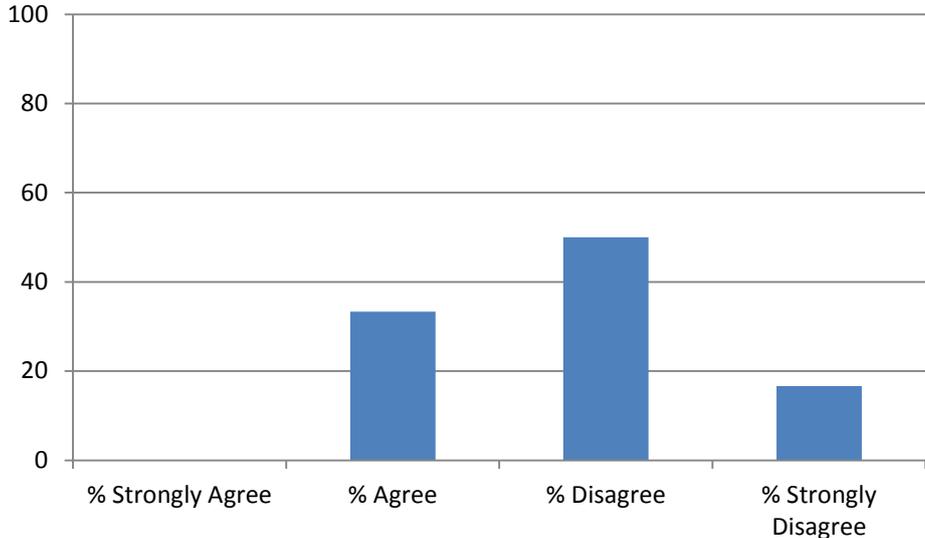
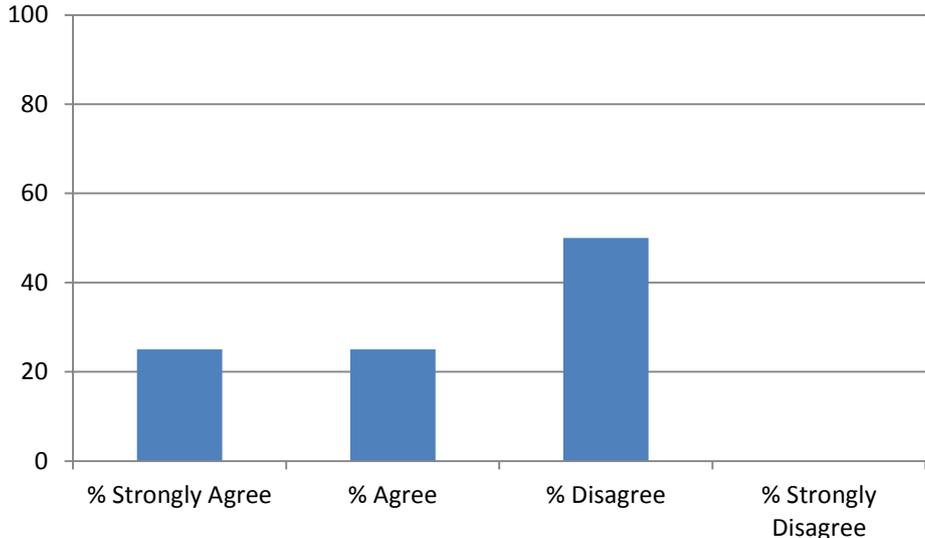


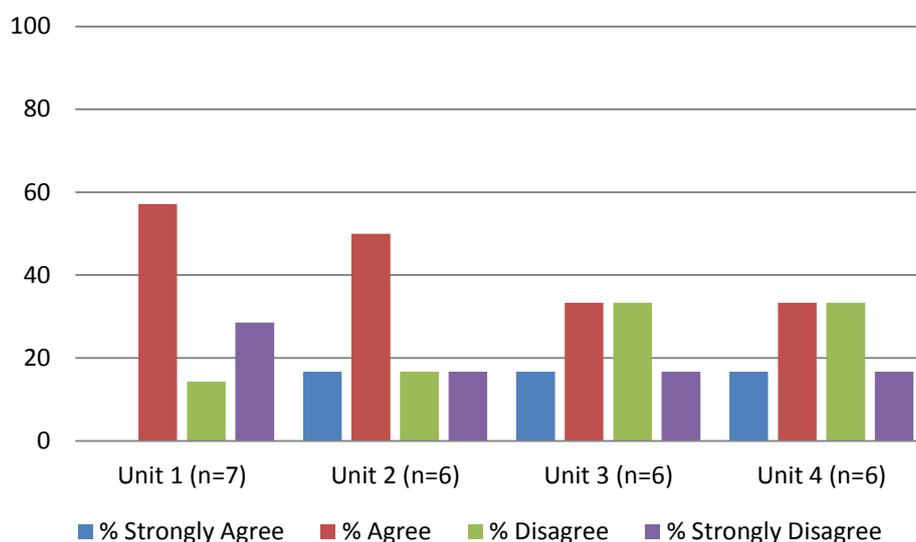
Fig 32: Responses to question 10 - The aims comprehensively describe the intended learning as a result of studying the subject – Essential English (n=8)



6.4.2 Content

Content was seen as being too hard and not adequately catering for the cohort of students who will be doing this subject. Units 3 and 4 in particular were seen as being too hard.

Fig 33: Responses to question - The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours – Essential English



The issue of too much content was consistently raised. This may indicate the need for students to have more time to cover the content or that more prescription and greater clarity about what is expected of the content is required.

The name of the subject also appears to be contributing to a lack of clarity (or agreement) as to what the subject should be about - one participant noted that the name Essential English 'sounds academic'.

The pitch of the course was seen as being too high with too much emphasis on evaluation and analysis of texts.

Content descriptions were seen as being too densely written and could be simplified for clarity.

More reference to contexts for study and examples will be of assistance for teachers.

6.4.3 Achievement Standards

The online data for the achievement standards provides a clear snapshot of the issues being raised in feedback. The central issue in the achievement standards, as in the curriculum, is about expectations for this cohort of students. In Figure 31, there is strong agreement that in Units 1 and 2, the standards are clear and comprehensive. In Units 3 and 4 (Figure 32), there is less agreement. It may be that the focus on literacy in Units 1 and 2, reflected in the standards, is responsible for the more positive response to these units.

Fig 34: Response to question 26 - The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills – Essential English Units 1 and 2 (n=6)

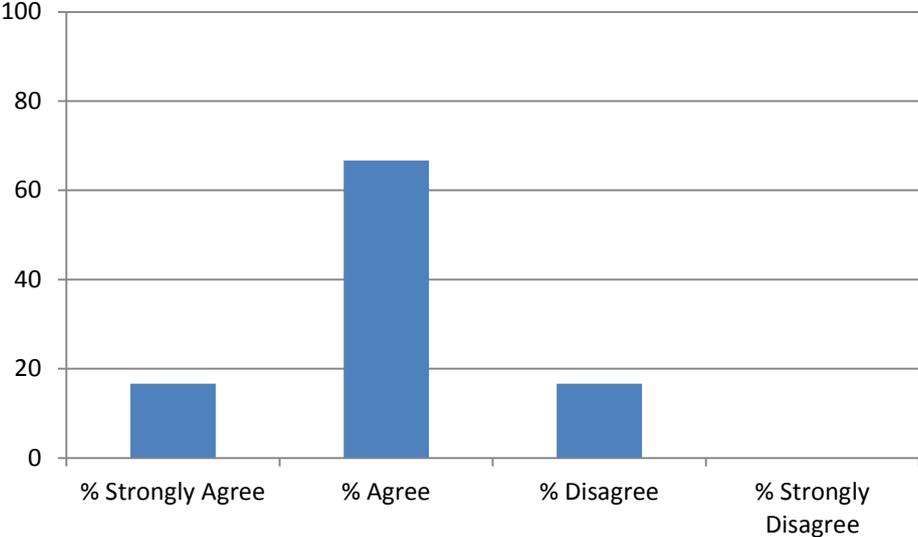
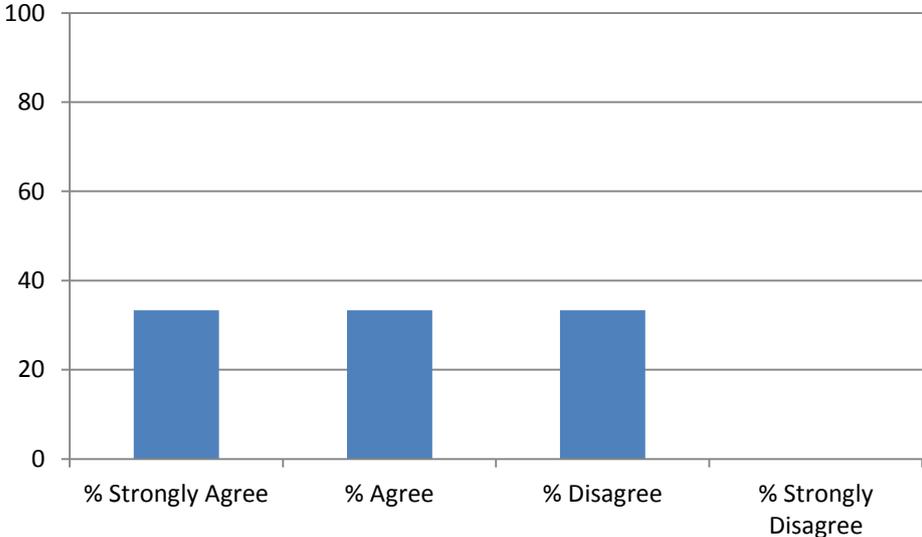


Fig 35: Responses to question 40 - The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills – Essential English Units 3 and 4 (n=7)



7. Consultation findings: Literature

7.1 Consultation demographics

This section provides a focus on each of the draft rationale, aims, organisation, content and achievement standards of Literature.

Of the subjects offered within the senior secondary English curriculum, Literature was the most contested.

7.1.1 Online questionnaire

There were 162 participants in the questionnaire for Literature, represented in 11 submissions.

Table 9: National representation of respondents by state – online questionnaires (Literature)

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	nil	
New South Wales	nil	
Northern Territory	nil	
Queensland	4	57
South Australia	2	4
Tasmania	nil	
Victoria	2	21
Western Australia	3	80
TOTAL	11	162

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1.

7.1.2 Written submissions

A total of 24 written submissions were received, representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 10: National representation of respondents by state – written submissions (Literature)

State/Territory	Number of written submissions
Australian Capital Territory	3
New South Wales	3
Northern Territory	1
Queensland	5
South Australia	3
Tasmania	1
Victoria	2
Western Australia	4
National	2
TOTAL	24

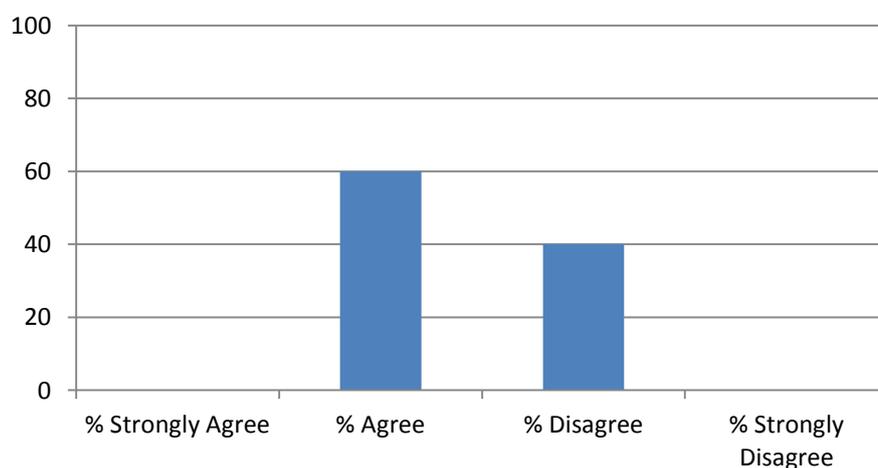
The list of contributing groups and organisations can be found in Appendix 2.

7.2 Strengths

7.2.1 Rationale and aims

The rationale was seen as providing clarity about the scope and distinctiveness of the subject.

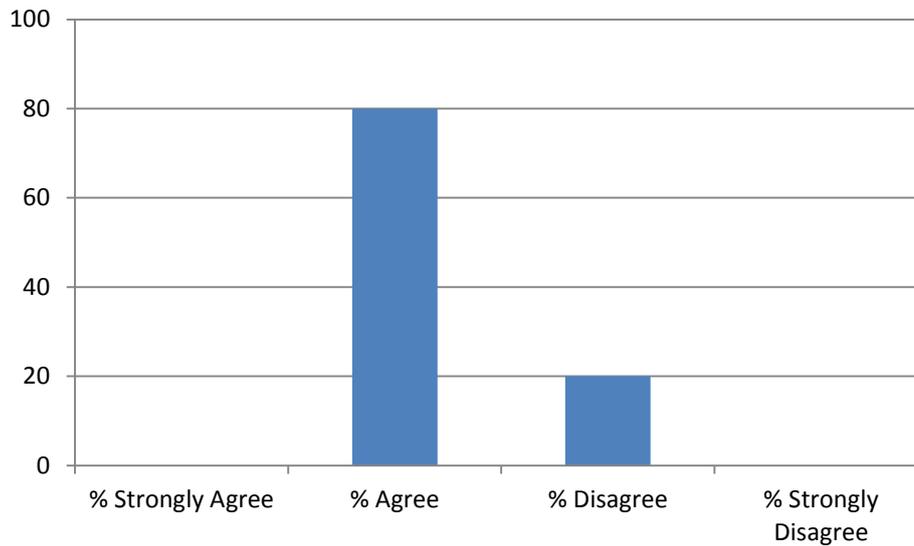
Fig 36: Responses to question 9 - The rationale provides clarity about the subject's broad scope, distinctive nature and importance - Literature (n=5)



7.2.2 Structure

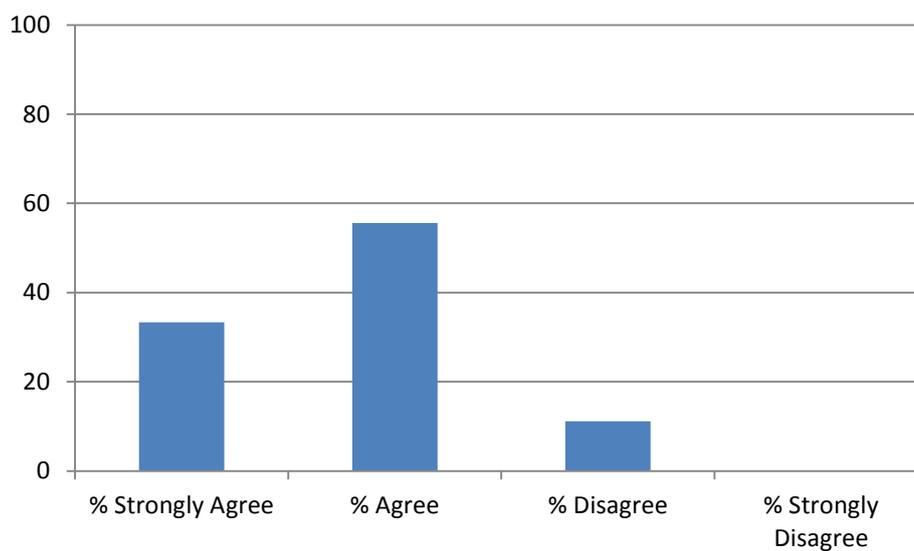
The internal logic and coherence of the units was endorsed in the online questionnaire responses.

Fig 37: Responses to question 11 - The four unit structure has internal logic and coherence - Literature (n=10)



Units 3 and 4 were also seen as being more cognitively demanding.

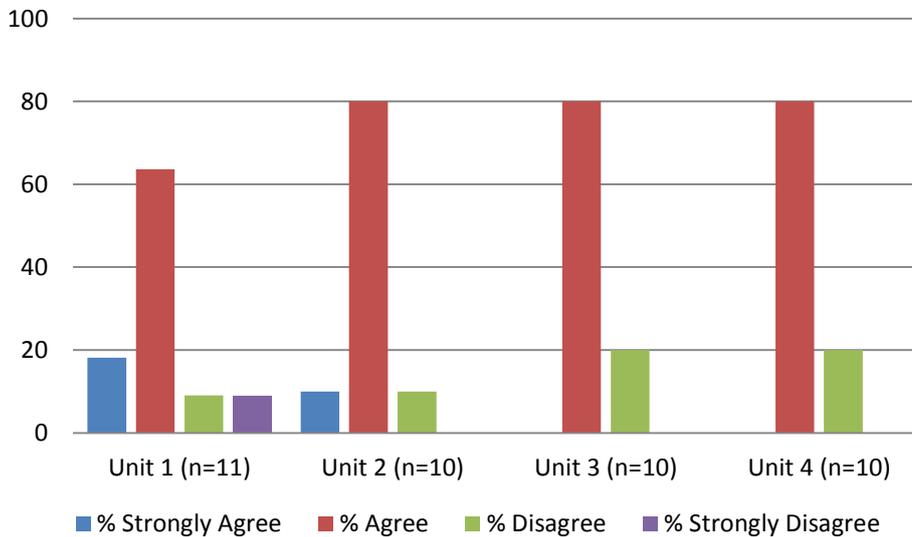
Fig 38: Responses to question 12 - Units 3 and 4 are more cognitively demanding than Units 1 and 2 - Literature (n=9)



7.2.3 Content

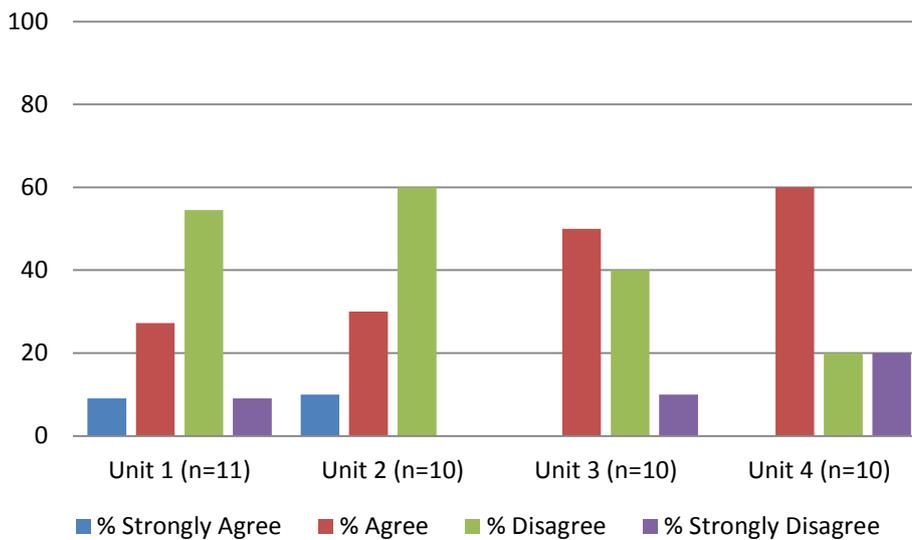
The relevant and appropriate content in each unit was acknowledged.

Fig 39: Responses to question - The units contain relevant and appropriate content (knowledge, understanding and skills) – Literature



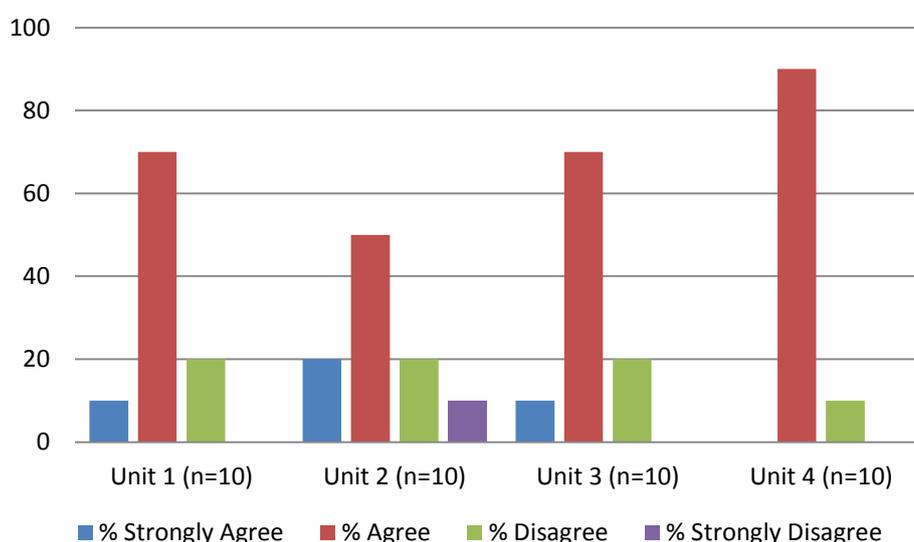
Clarity of the unit descriptions was more problematic with participants indicating dissatisfaction with Units 1, 2 and 3. There was greater agreement evident in Unit 4, which as it is a culminating unit, bringing many of the elements of the curriculum together, may present a more familiar approach.

Fig 40: Responses to question - The content descriptions are specific about what is to be taught – Literature



Despite concerns about clarity, as indicated above, many saw the units as being logical and well sequenced, recognising a progression from an emphasis on the individual and personal response in Unit 1 outwards, for example to considering relationships between texts in Unit 2, to issues of culture and identity in Unit 3, to literature across time in Unit 4.

Fig 41: Responses to question - The unit description clearly describes the focus and scope for this unit - Literature



7.2.4 Achievement standards

There were few strengths identified in either the written or online response. The strongest response to the online questionnaire was on the measure of alignment with the curriculum.

7.3 Areas of contention

There was far less consensus in Literature than for any other subject. In part, this may be attributed to the lack of a shared understanding across jurisdictions about the nature of the subject. Four jurisdictions offer a Literature course, or its equivalent, but they are all very different in terms of content, focus and level of demand. For example:

- Lack of consensus was evident around the nature of the subject. Some wanted it to be of a higher level than English while others wanted an accessible course for a greater range of students and thought the level of demand to be appropriate.
- Some saw coherent development of concepts across units, while others (in the written submissions) saw a significant increase in level of demand from Unit 2 to 3.
- Other concerns were raised about the manageability of content given the breadth of the content descriptions.
- Emphasis on creativity and the growing individuality and independence of students was recognised in the curriculum but some thought there was too much emphasis on these aspects and others not enough.
- Some wanted more emphasis on the aesthetic to be included in each unit while others wanted clarity as to what is meant by aesthetic use of language.
- More emphasis on reading practices, cultural and identity representations as well as personal voice were raised variably in feedback. Others thought a greater focus on

literacy and research, as well as investigation and metacognition were needed. Some requested a particular approach be articulated for example, cultural heritage or critical literacy.

7.4 Areas for improvement

7.4.1 Rationale and aims

The aims were not seen as being comprehensive. One respondent noted there needs to be better 'distinction in aims between Literature and English courses and that Literature aims do not mention multimodal texts.'

7.4.2 Structure

Some respondents questioned the link to the F-10 Curriculum in the written submissions but not in the online data. Some found the name of the subject to be potentially confusing, particularly in Queensland. The Literature course is an extension of the strand in the F-10 curriculum although one respondent noted that:

There is no clear and consistent link between the units and the three strands (Language, Literature, Literacy) of the F-10 curriculum. Literature being the name of both a subject and a strand could be confusing and interpreted that Language and Literacy are not important in the subject. (Independent Schools Queensland)

7.4.3 Content

The difference between English and Literature was not clear enough for many in the way content was described. There is similarity between these subjects, as in all English subjects. Students in all subjects, for example, analyse the relationships between context, audience and purpose. Providing more examples to show how the essential knowledge and skills are applied differently in each subject may assist clarity.

Some also felt that the distinctions between texts used in English and those in literature were not clear enough, for example, one view was that defining literary texts to include film and speech dilutes the subject. Others were of the view that greater emphasis on multimodal texts such as graphic novels, comics, multimedia fiction and television was needed.

There was a lack of clarity in key terms for example, what was meant by critical perspectives. This is an important issue for this subject. The position adopted in the development of the subject is to define terms such as these broadly.

One respondent commented:

In the aims, a 'range of critical perspectives' needs to be defined. There are a number of possible interpretations. Other jurisdictions may have a different definition of this to the Northern Territory. (Northern Territory Board of Studies)

A critical issue for many was the amount of content in each unit and the degree of specificity in the content descriptions. Again, the inclusion of more examples may assist in providing more direction.

Fig 42: Responses to question - The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours - literature

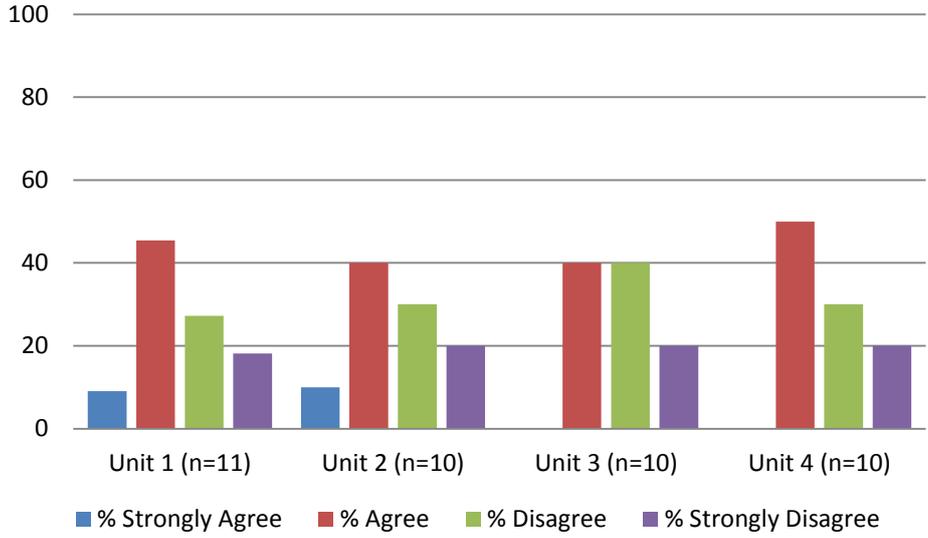
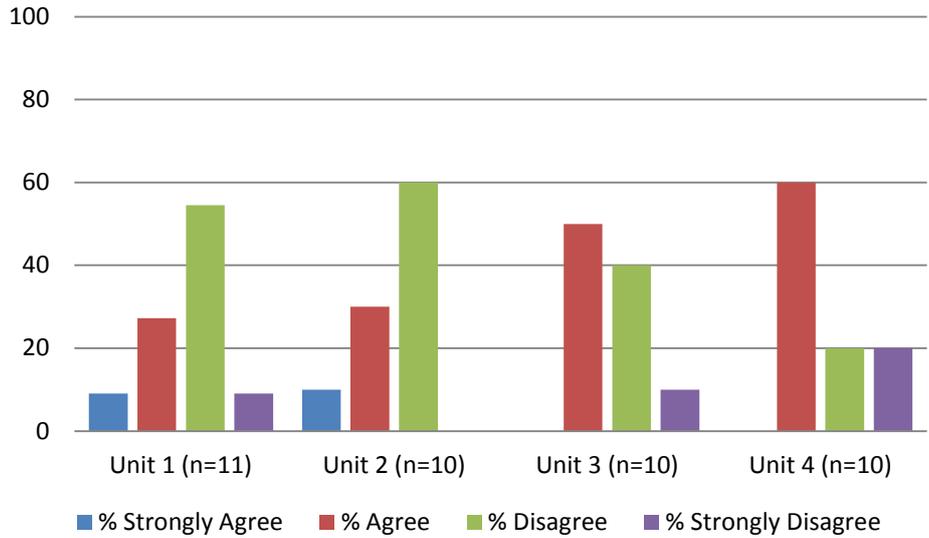


Fig 43: Responses to question - The content descriptions are specific about what is to be taught - Literature



7.4.4 General capabilities and cross-curriculum priorities

Although there was less support for the inclusion of the general capabilities and the cross-curriculum priorities in Literature than for any of the other subjects, the majority did agree that their inclusion was appropriate.

Fig 44: Response to question 43 - The general capabilities that naturally fit with this subject are appropriately represented – Literature (n=10)

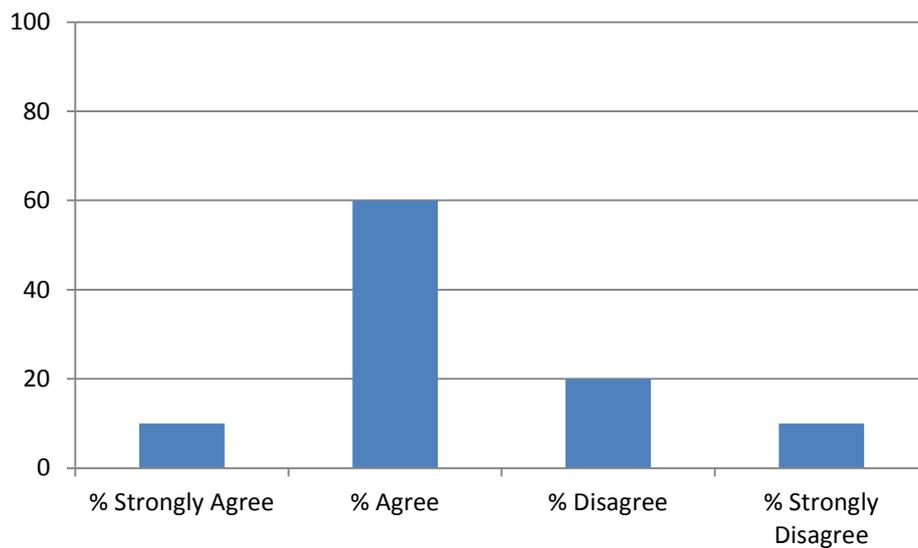
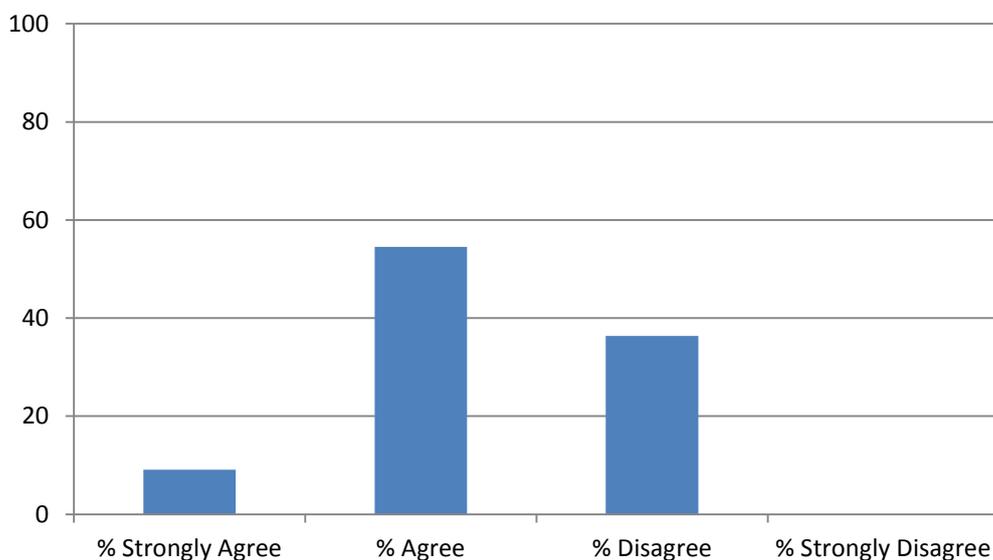


Fig 45: Response to question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented – Literature (n=11)



7.4.5 Achievement standards

As with the other English subjects, the achievement standards were an issue of contention in Literature. There was more agreement with alignment at Units 1 and 2 than Units 3 and 4 but all other measures were low.

Fig 46: Responses to questions 25 and 39 - There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions - Literature

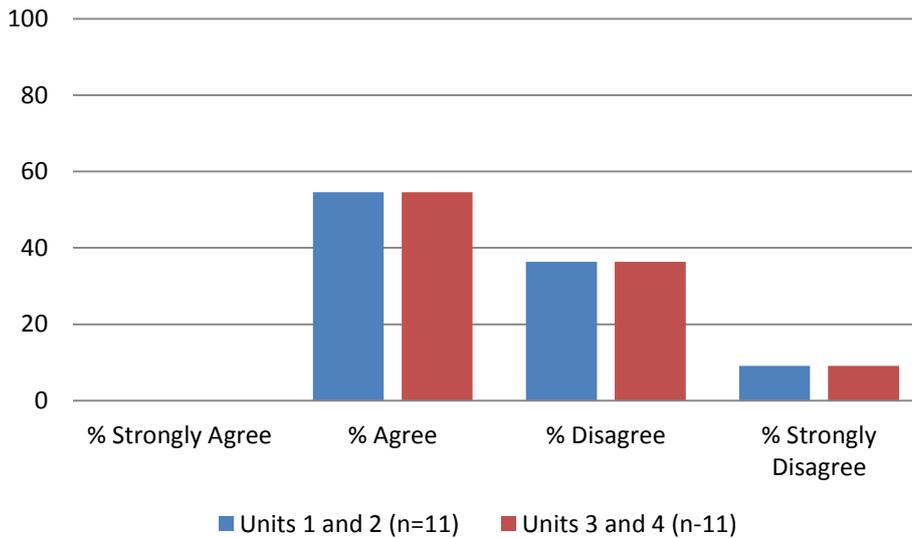


Fig 47: Responses to questions 26 and 40 - The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills – Literature

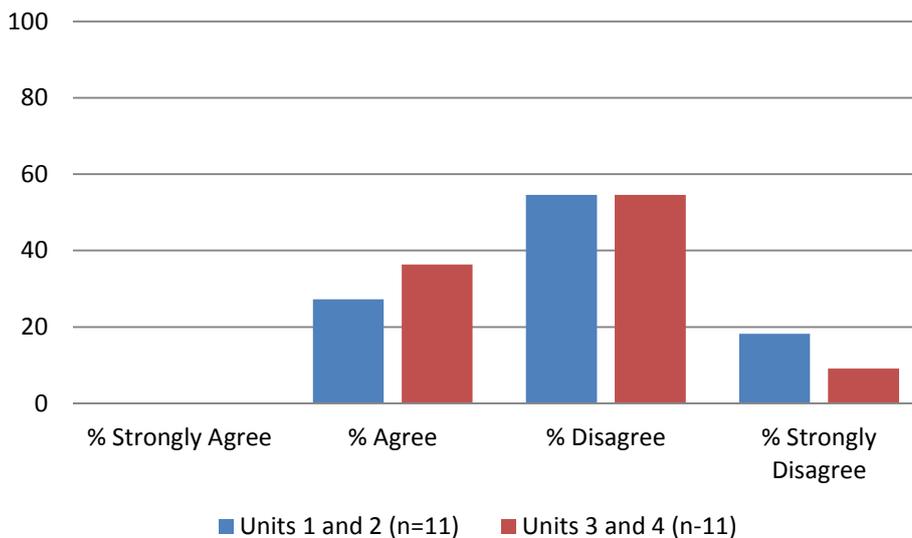


Fig 48: Responses to questions 27 and 41 - The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units - Literature

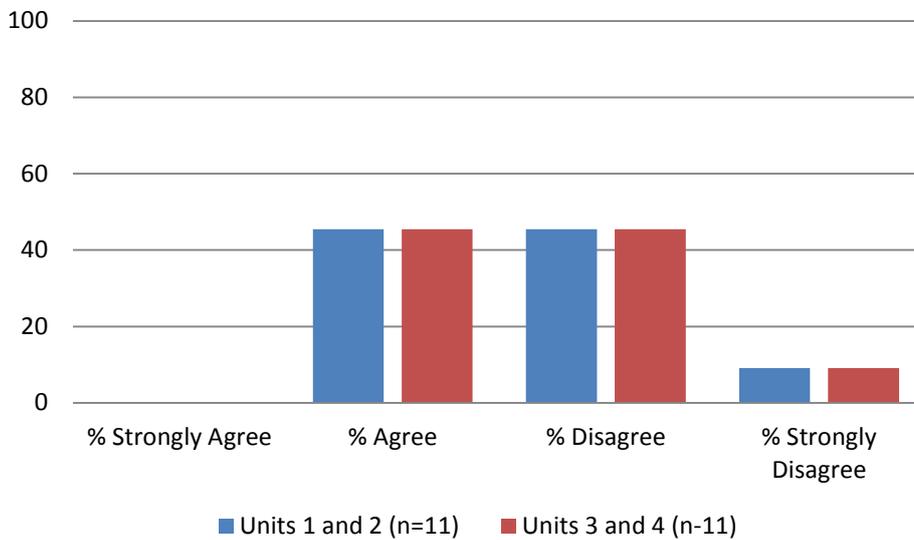
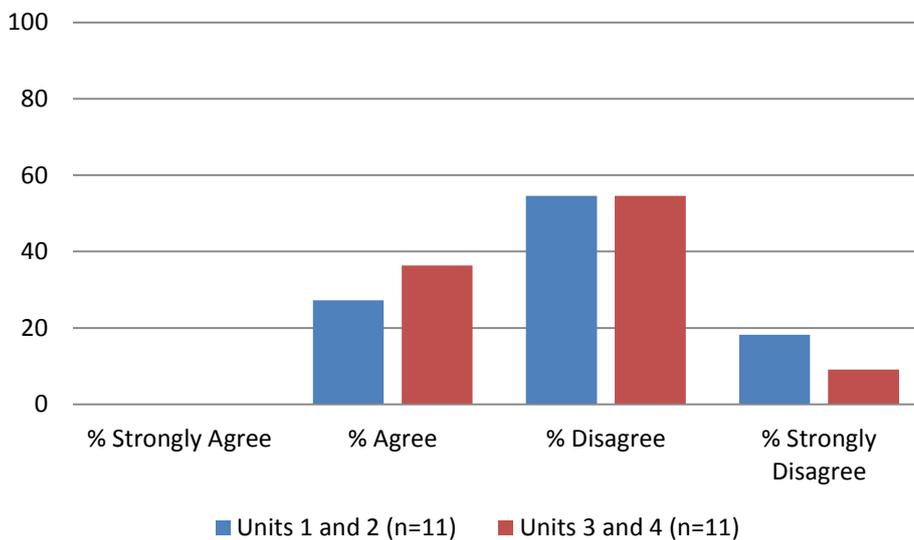


Fig 49: Responses to questions 28 and 42 – The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level - Literature



8. Key findings and actions taken

8.1 Across the English learning area

8.1.1 Strengths

- The language and content in all subjects was familiar to teachers.
- The breadth of the content descriptions in most subjects was seen as positive, enabling teachers to choose a focus best suited to the needs and interests of their students.
- Logical development of skills and progression across units was recognised in the feedback.
- The flexibility of the design of the English subjects was widely supported although some concern remains about the four unit structure itself.
- Sample text lists were well received although more extensive lists were thought useful.

8.1.2 Areas for improvement and actions taken

Areas for improvement		Action taken (revisions made)
Broad area	Specific issue	
Achievement standards	Standards require revision - differentiation between levels is not clear enough, pitch is too high at the lower levels, description of quality is not apparent, creative aspects of students' work needs emphasis.	<ul style="list-style-type: none"> • Achievement standards are to be reviewed (as part of a parallel process with state and territory representatives). • Revise achievement standards to ensure the language used is clear and unambiguous. • Develop an agreed model for writing the statements within the standards that includes a 'verb' and 'object(s)', that are differentiated across the levels to indicate the cognitive demand expected (with use of qualifiers where necessary).
Lack of agreement and clarity about the approach adopted in EALD, Essential English, and Literature.	Some stakeholders see EAL/D and Essential English as needing to focus on language acquisition and not include a study of literature, preferring to study texts that would help students in the future and connect to different curriculum areas. Others wished to place more emphasis on analysing how	<p>The approach adopted in each English subject has been retained. This means that:</p> <ul style="list-style-type: none"> • Essential English contains aesthetic aspects of literature as well as a focus on literacy. • EAL/D retains a balance between language acquisition and the study of literary texts. • Literature should not be seen as higher order than English but rather that it focuses on some aspects of English.

	language is used in texts, including literary texts. Some wanted Literature to be of a higher level than English; others wanted an accessible course for a range of students.	
The place of literature in EALD and Essential English	Some concerns were raised that the teaching of literary texts for students undertaking EAL/D and Essential English was either peripheral or beyond their reach.	<ul style="list-style-type: none"> • Examples of different forms of texts have been included in the organisation of learning and will be inserted as hyperlinks. These, along with the sample text list will allow teachers to see the diversity of texts they could use. This is particularly important for teachers of EAL/D and Essential English. • The sample text list will reflect the approach taken in each subject and has been extended to include more texts, especially visual texts and a broader range of texts for example plays, scripts, lyrics.
Overlap between subjects	There is some overlap between all of the subjects because some core knowledge and skills are relevant to each subject. Although there are unique aspects to each subject differences can be in the contexts for learning, the texts studied and the approaches taken in teaching them.	<ul style="list-style-type: none"> • It has been made clear in the organisation of learning and in the content of the curriculum that the difference between Literature and English lies not only in content but in the kinds of texts studied, for example, English is a study of literature, media and language and Literature is a study of literary texts at a more intensive level. • Including more examples in the curriculum make the differences between subjects and their purpose clearer • The aims have been reviewed and headings are used to make clear that there are common aims across the four subjects to show the commonality of the subjects as well as subject specific aims to make the purpose of each subject clear. • An additional subject specific aim has been included to place more emphasis on the different purposes of each subject.

8.2 English

8.2.1 Strengths

- Many respondents commented on the clarity of the subject. They were familiar with the language and content and saw development across units.
- In particular, Unit 1 was seen as consolidating learning, being appropriate in content and providing a good introduction to the subject.
- Feedback for Unit 2 was also positive with many seeing it build progressively on Unit 1 although some thought the differences between these units could be made more emphatic.
- Unit 3 has consistently attracted positive feedback. Respondents see it as offering a clear focus.

8.2.2 Areas for improvement and actions taken

Areas for improvement		Ways forward
Broad area	Specific issue	
Content is too broad	<p>The way the content has been written has raised questions about manageability. Some interpreted the lack of specificity as meaning too much content had to be covered, rather than seeing an opportunity to adapt the content to suit the needs of their students.</p> <p>The 'reflecting' content description in particular was seen as lacking sufficient focus.</p>	<ul style="list-style-type: none"> • The content descriptions have been reviewed to make them more specific where appropriate and more examples have been used to illustrate expectations • The 'reflecting' content description has been rewritten to focus on the subject matter of each unit to make the content description more explicit. This has meant removing broader content such as ethical research practices and the use of ICT. The inclusion of these elements was criticised as not specific to English.
Divergent views were expressed about Unit 4	<p>Some saw Unit 4 as being too content heavy given the constraints of schools with truncated terms at the end of the year.</p> <p>Others thought it brought together elements from across the other units and welcomed this</p>	<ul style="list-style-type: none"> • The emphasis in the Unit 4 description has been shifted to focus on what students do in the unit rather than on the cumulative nature of the unit. This has been achieved by reversing the order of the sentences in the unit, focusing first on what students have to do and placing the elements that have been drawn together from across the curriculum second.

	cumulative and summative conclusion to the year.	
The need to emphasise the role of the reader as an active participant in the process of reading was raised.	There are many approaches to reading and analysing literature. The emphasis that was placed on interpreting texts by others in the draft curriculum was seen as promoting one approach.	<ul style="list-style-type: none"> • More emphasis has been included on the reader by reviewing the content thread entitled 'audience response' and placing emphasis on the individual reader. • This thread has been renamed, 'engaging and responding to texts' rather than 'audience response'. • In the glossary the definition of 'audience' makes clear that the individual reader is also part of the audience.
Overlap with Literature	Lack of sufficient distinction from Literature.	<ul style="list-style-type: none"> • More examples of media texts have been included in English so that the differences between the subjects are more evident through the type of the text studied. • More emphasis has been placed on the role of English in communication.

8.3 EAL/D

8.3.1 Strengths

- The inclusion of explicit and sequential language acquisition across the eight units as well as the focus on academic skills prompted positive commentary.
- Clear development of knowledge and skills was recognised across the eight units.
- The inclusion of the language table was also seen as a useful support document for teachers to use to diagnose areas of weakness in students' language acquisition whilst providing flexibility to teach to the point of need.
- The bridging units were approved by most respondents who found them to be a useful inclusion, providing pathways for a diverse cohort of language learners. How they were presented was a matter of concern for some who wanted to see them presented as eight sequential units.

8.3.2 Areas for improvement and actions taken

Areas for improvement		Ways forward
Broad area	Specific issue	
There are different approaches used across jurisdictions to the teaching of EAL/D	<p>Some stakeholders see the EAL/D subject as needing to adopt a functional approach focussing on language acquisition and not on the study of literature.</p> <p>Texts studied should be of the kind that will help students in the future and connect to different curriculum areas.</p> <p>Others wish to place more emphasis on analysing and evaluating how language is used and include literary texts.</p>	<p>The position Australian Curriculum has taken is to strike a balance between language acquisition and analysis and evaluation of how language is used. Students are expected to study literary texts but the choice of texts, and whether they be whole texts or excerpts, is a matter for teacher judgment.</p> <ul style="list-style-type: none"> • To ameliorate concerns for some about the inclusion of literature for these students the sample text list has been reviewed and includes a broader range of texts with varying levels of difficulty. • The statement that excerpts as well as whole texts may be studied has been made more prominent. • The number of examples of different kinds of texts has been increased.
Cross curriculum priorities	Some concerns were expressed that the representation of the cross curriculum priorities were not strong enough in this subject.	<ul style="list-style-type: none"> • The statement about cross curriculum priorities has been expanded and makes clear that these priorities are primarily delivered through the texts studied rather than through the content of the curriculum.

Too much content	The amount of content in Units 1 to 4 was raised as an issue.	<ul style="list-style-type: none"> • All units have been reviewed and dot points combined where appropriate however a greater degree of specificity is needed in this subject as there is a focus on sequential language acquisition • Although the total number of content descriptions remains, the number of dot points has been reduced, Overall dot points in Unit 1 have been reduced by 18%, Unit 2 by 18%, Unit 3 by 14% and Unit 4 by 18%.
Oral communication	More emphasis is needed on oral communication	<ul style="list-style-type: none"> • Oral communication is in the content and it has been included more explicitly in the achievement standards.

8.4 Essential English

8.4.1 Strengths

- Many saw the practical focus afforded by the subject and affirmed the possibility of creating units of work appropriate to a range of contexts and that would suit the needs of students.
- The clarity and logical development of skills such as comprehension was recognised across units.

8.4.2 Areas for improvement and actions taken

Areas for improvement		Ways forward
Broad area	Specific issue	
Lack of clarity in the purpose and audience for this subject	Some saw the subject as catering for those with very low literacy levels and therefore wanted to see a functional approach to language acquisition. Others saw the course as catering for disengaged students who wished to undertake a more practical subject. These perceived the emphasis on literacy and lower levels of demand in analysing and evaluating texts to be indicative of a lower order English course and to which they objected.	<ul style="list-style-type: none"> • The position adopted in the development of Essential English is that it should cater for a diverse range of students in a range of contexts. • Specific contexts have been included wherever possible to illustrate the practical application of the subject. • The name of the subject could be changed from Essential English to Applied English to better reflect the purpose of the subject. • The 'research' content description has been rewritten to focus on 'using information'. This shifts the focus and makes it more manageable, practical and better adapted to the needs of this cohort. • Literacy skills have been clarified and simplified but not to the exclusion of analysing and evaluating how language is used. • Practical aspects of rationale have been carried through to the aims.
Content is too hard	Content and standards were seen as being too hard and not adequately catering for the cohort of students who will be doing this subject. Units 3 and 4 in particular were seen	<ul style="list-style-type: none"> • Contexts have been made more explicit. Emphasis has been placed on the application of knowledge and skills in different contexts in the content descriptions. • More examples have been used to suggest choices and ideas that show how the content can be used to cater for different cohorts of students.

	as being too hard.	<ul style="list-style-type: none"> Where appropriate verbs have been reviewed and the level of demand adjusted for example, in Unit 4, 'analyse' has become 'consider'.
Too much content	That there is too much content in each unit was consistently raised and reflects the view that these students need more time to cover the prescribed content.	<ul style="list-style-type: none"> The number of content descriptions in each unit remains the same but the number of dot points in each content description has been reduced. The dot points in Units 1 and 2 have been reduced by 33% and in Units 3 and 4 by 43%. Content has been reviewed for clarity about scope and depth of study and more examples provided for clarification. The language of the curriculum has been simplified.

8.5 Literature

8.5.1 Strengths

- Many saw the units as being logical and well sequenced.

8.5.2 Areas for improvement and actions taken

Areas for improvement		Ways forward
Broad area	Specific issue	
Confusion about the nature of the subject	<p>There was far less consensus in Literature than for any other subject. Four jurisdictions offer a Literature course, or its equivalent, but they are all very different in terms of content, focus and level of demand.</p> <p>In Literature some stakeholders wanted more emphasis on particular elements or approaches for example some wanted more emphasis on the aesthetic appreciation of texts, different reading practices, cultural and identity representations, personal voice. Some requested a particular framework be articulated e.g. cultural heritage approach or critical literacy.</p> <p>One jurisdiction does not include visual texts in their literature course and found the inclusion of such texts in the Australian Curriculum confusing.</p>	<ul style="list-style-type: none"> • Verbs have been reviewed to make clear that Literature is of a similar level to English but that it focuses on specific aspects of English. • Providing content and skills that do not promote a particular model or approach to literature provides flexibility for teachers and allows them to adopt varied approaches to the teaching of the subject. • The definition of literary texts is retained from the F-10 definition and includes multimodal texts. Greater representation of visual texts has been included in the sample text list.

Lack of sufficient differentiation with English	Some felt that there was too much overlap in outcomes and content between Literature and English and there was a lack of distinctions between texts used in each subject as well.	<ul style="list-style-type: none"> • All aspects of the Literature subject, have been reviewed alongside English to ensure the difference between the subjects is apparent at all points. • More detailed reference to literary devices and literary texts has been made. • Text lists have been reviewed to ensure differences are clear, noting that some overlap is to be expected. • More examples of different kinds of texts that can be used in English have been included in the organisation of learning as hyperlinks (such as everyday and media texts). These have not been included in Literature.
Imbalance between creating imaginative and analytical texts	More emphasis is needed on creating imaginative texts.	<ul style="list-style-type: none"> • The 'creating imaginative texts' content description has had an additional dot point added to it to balance with the 'analytical text response' content description.
Breadth of content	The lack of specificity in some of the content descriptions led some to concerns being expressed about the scope of what was required.	<ul style="list-style-type: none"> • Content includes more specification and examples to allow teachers to see how the content can be adapted to suit different needs of students. • Content descriptions have been rephrased for clarity using simpler language.
More emphasis is needed on the role of the reader	The reader was not seen as being active enough in the curriculum.	<ul style="list-style-type: none"> • The role of the reader is included explicitly in the first content description of each unit and is threaded, where appropriate, through the rest of the content as well.
Ambiguity in key terms	Depending on the definition of some key terms, different approaches could be taken to the subject for example, if critical perspectives were defined narrowly to include only the views of critics.	<ul style="list-style-type: none"> • Key terms such as 'critical perspectives' have been defined broadly to enable a range of material can be used, for example: <i>'Critical perspectives are formed by students when they make meaning from literature based on engaging with aspects of the text(s) studied. In Literature, students discuss and debate aspects of texts establishing their</i>

		<i>views through logical argument. Students reflect on the aesthetic qualities of literary texts, appreciate the power of language and inquire into the relationship between personal preference and texts, authors, audiences and contexts, thereby forming their own critical perspectives.'</i>
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Appendix 1 – Online questionnaire responses

This appendix presents graphs of the responses to the online questionnaires for English, English as an Additional Language or Dialect, Essential English and Literature.

English

Figure 1: Response to Question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance (n=11)

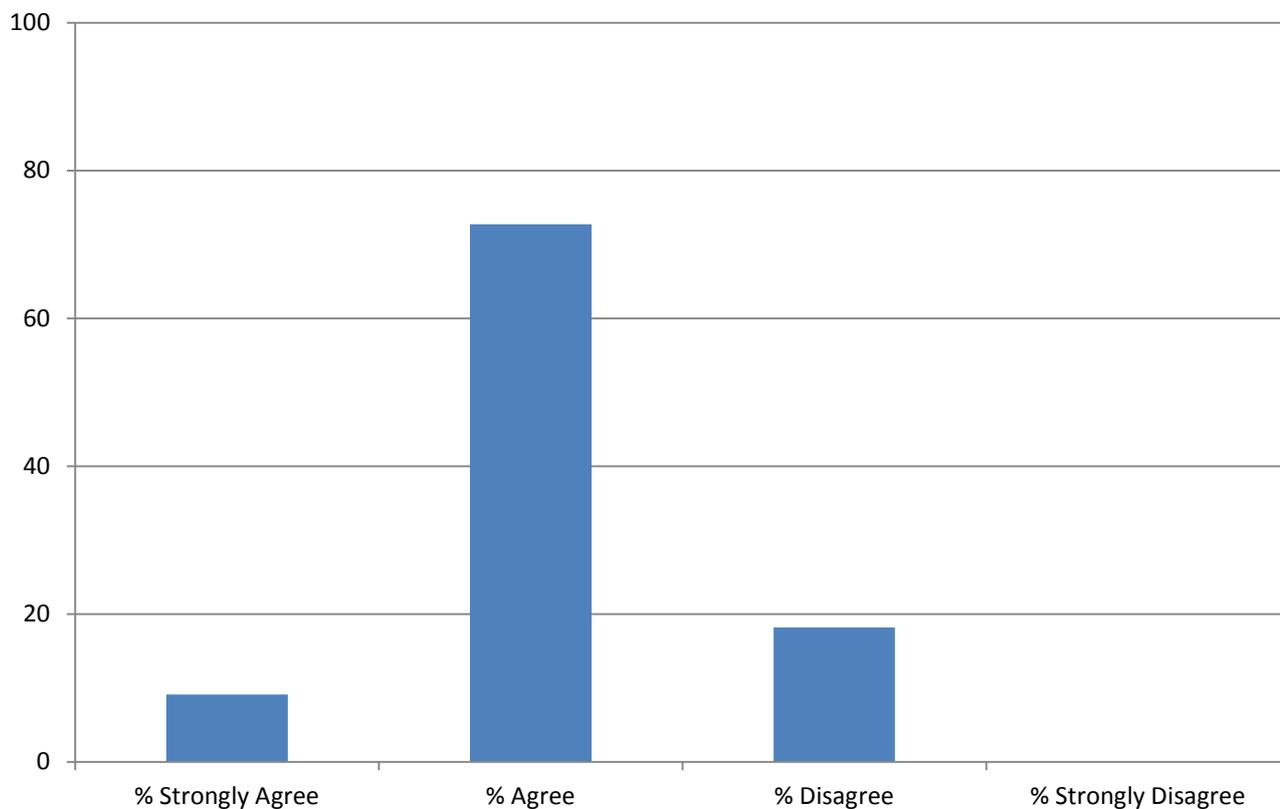


Figure 2: Response to Question 10. The aims comprehensively describe the intended learning as a result of studying the subject (n=18)

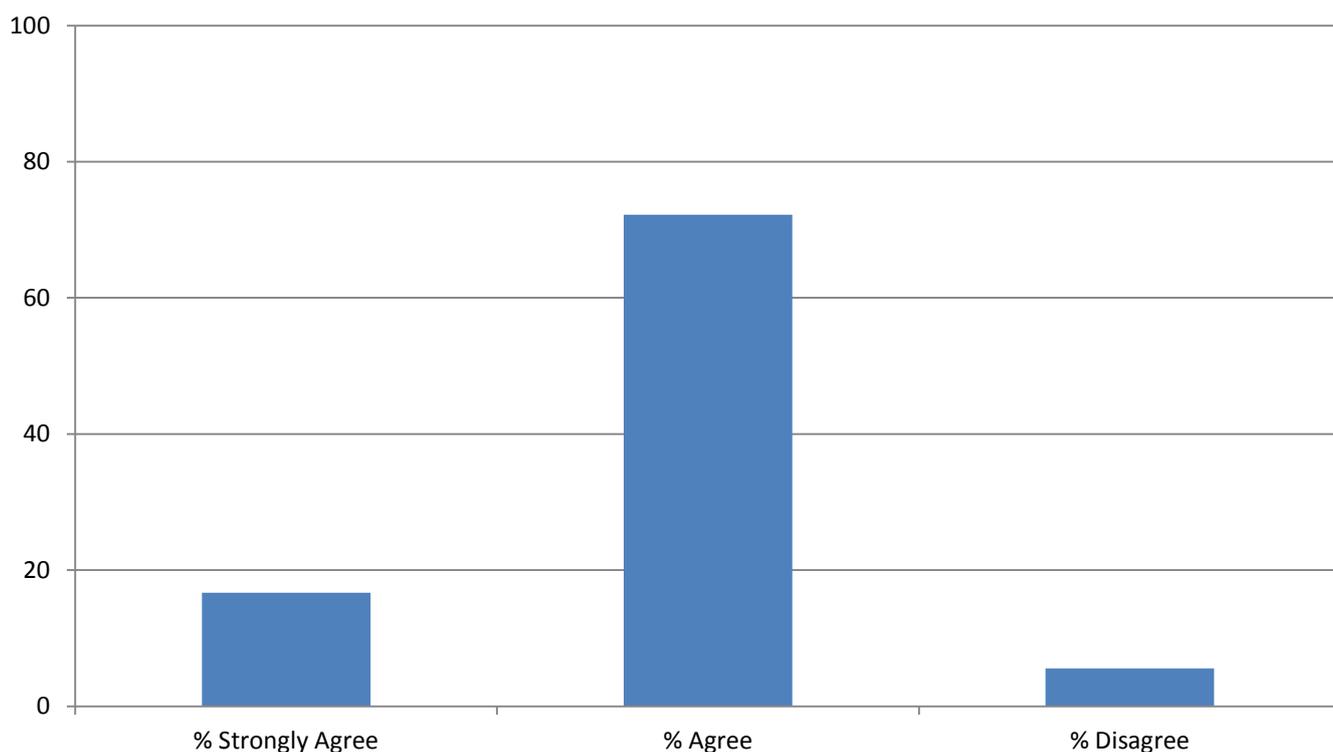


Figure 3: Response to Question 11. The four unit structure has internal logic and coherence (n=24)

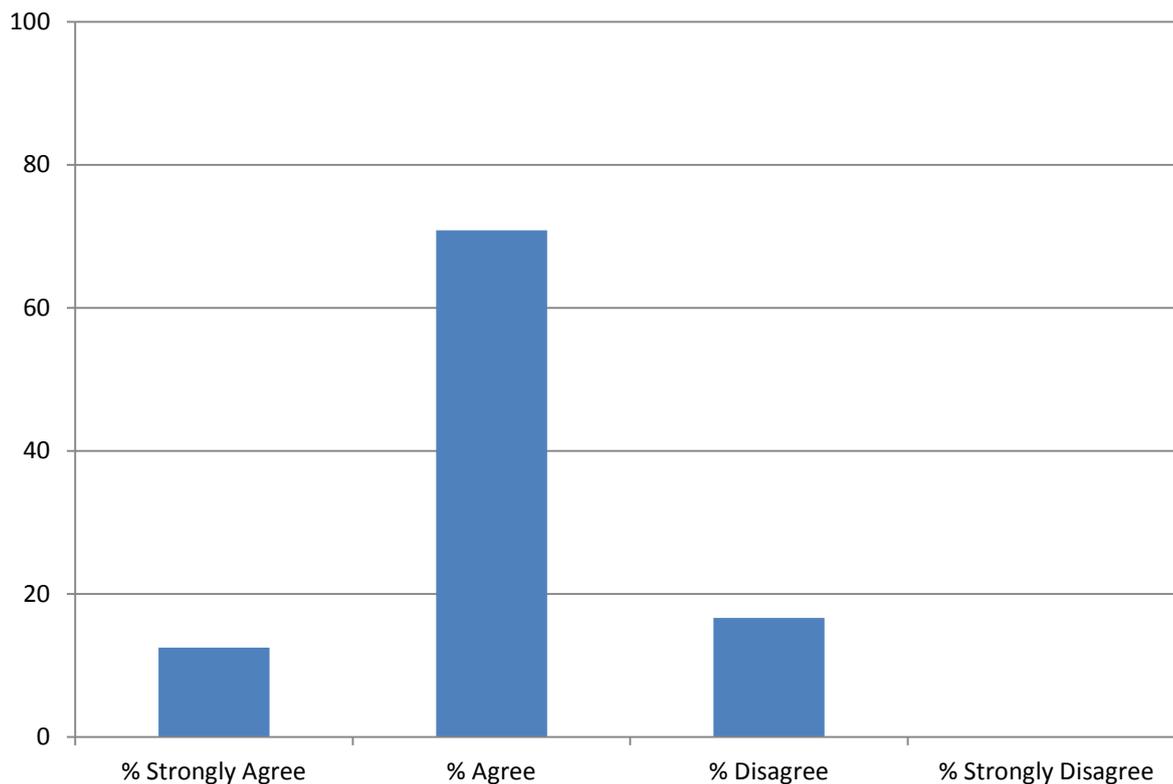


Figure 4: Response to Question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 (n=24)

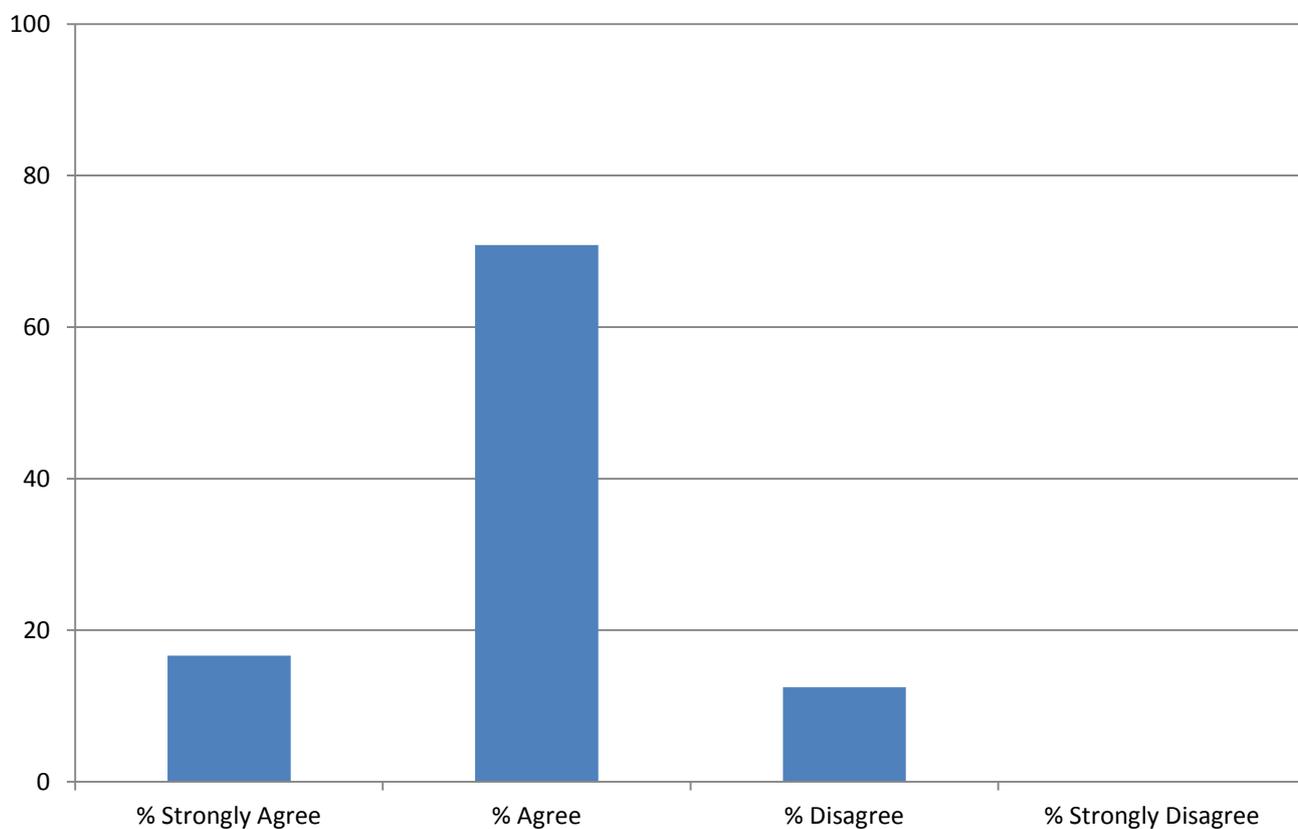


Figure 5: Response to Question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum (n=26)

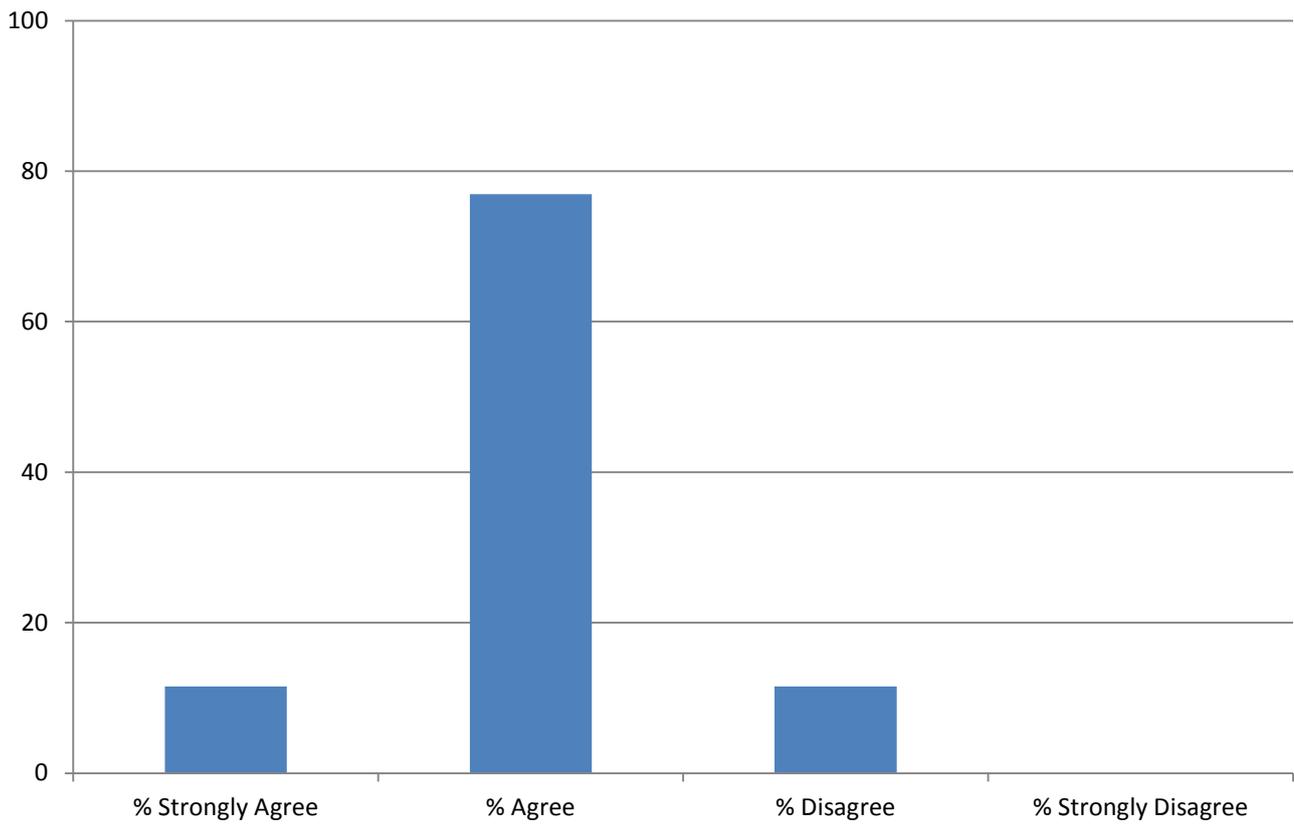


Figure 6: Response to Question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience (n=25)

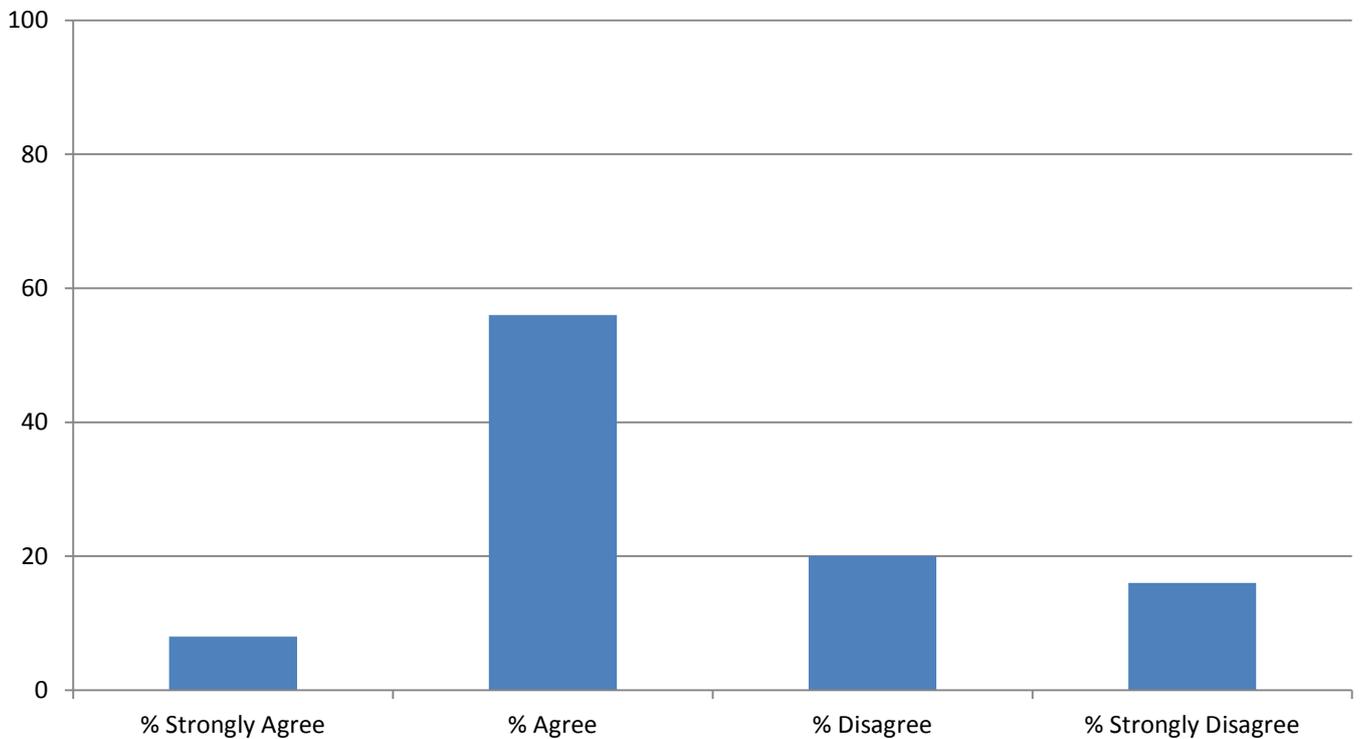


Figure 7: Response to Question 15. The unit description clearly describes the focus and scope for this unit (n=22)

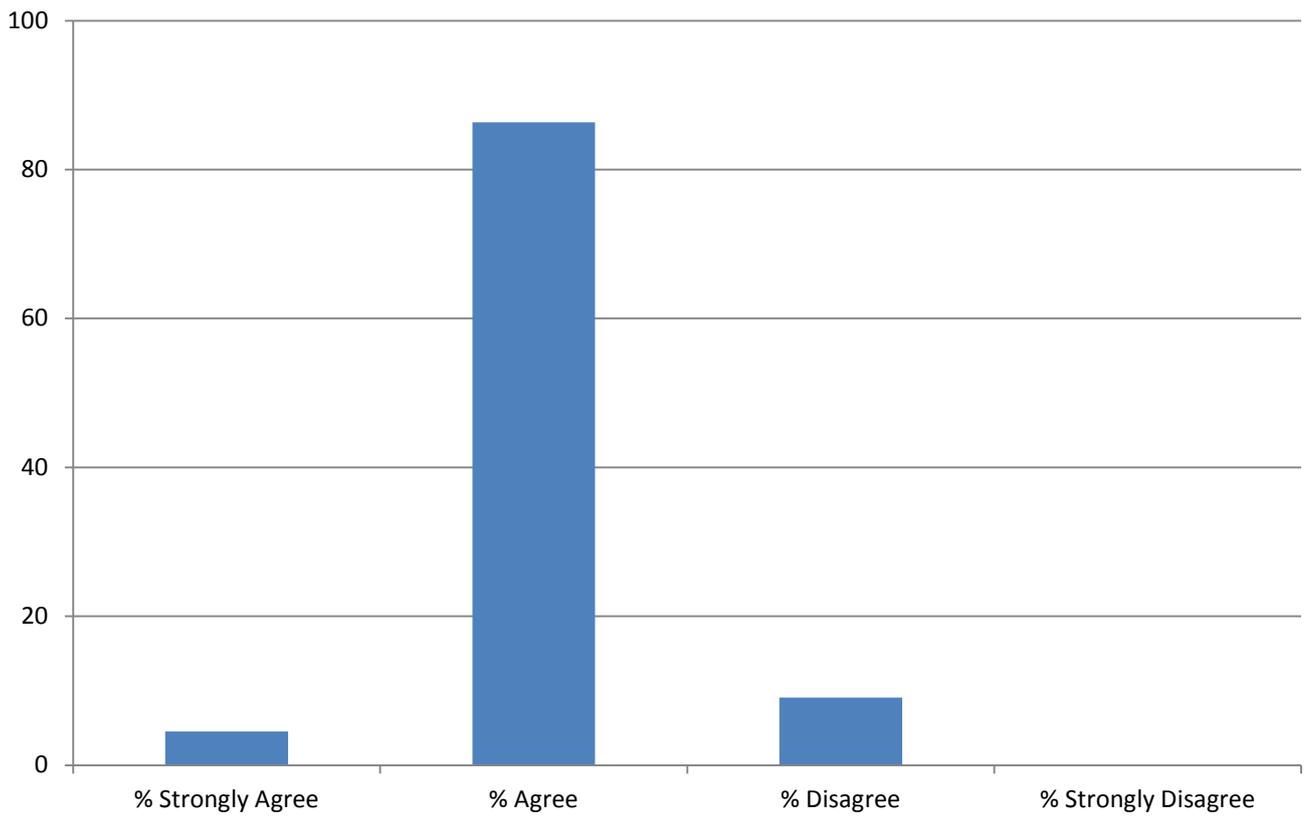


Figure 8: Response to Question 16. The unit outcomes describe clearly the expected learning for this unit (n=22)

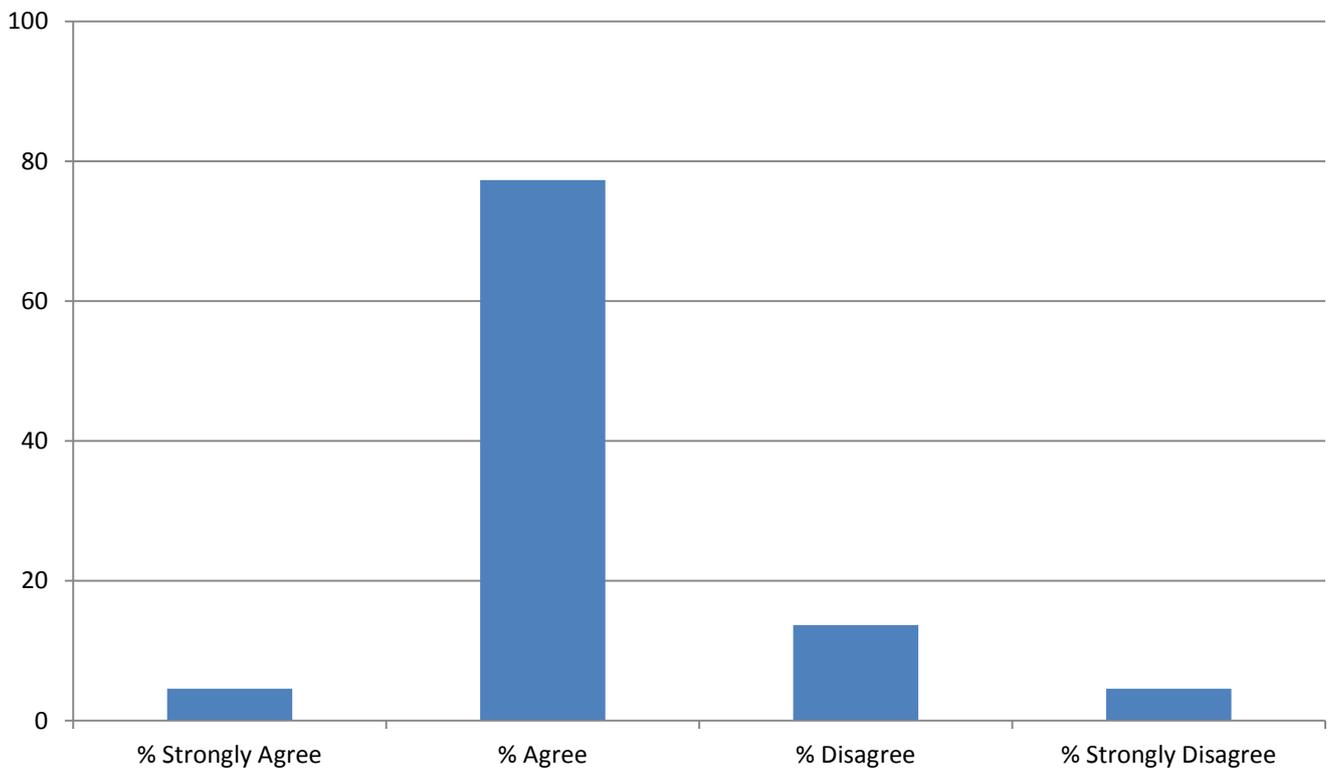


Figure 9: Response to Question 17. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=21)

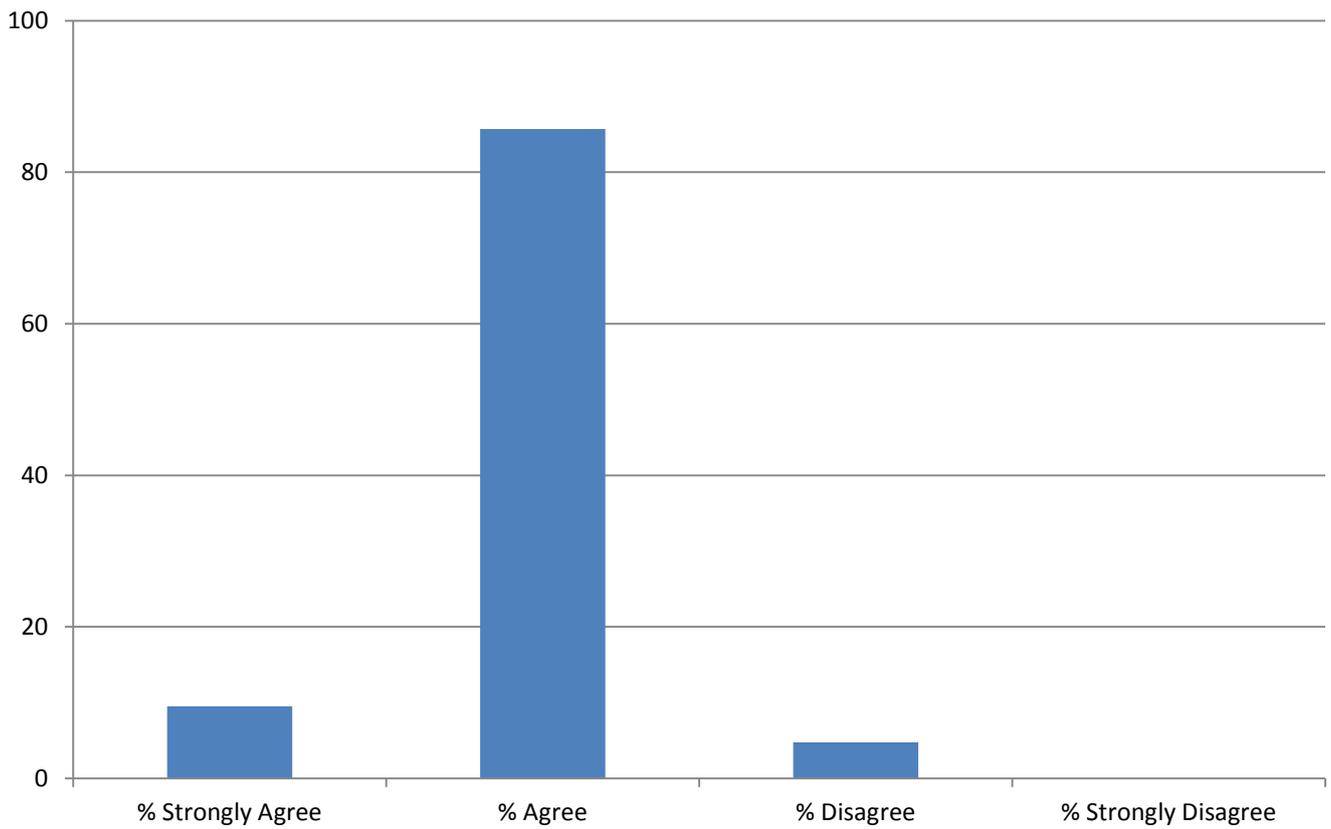


Figure 10: Response to Question 18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=22)

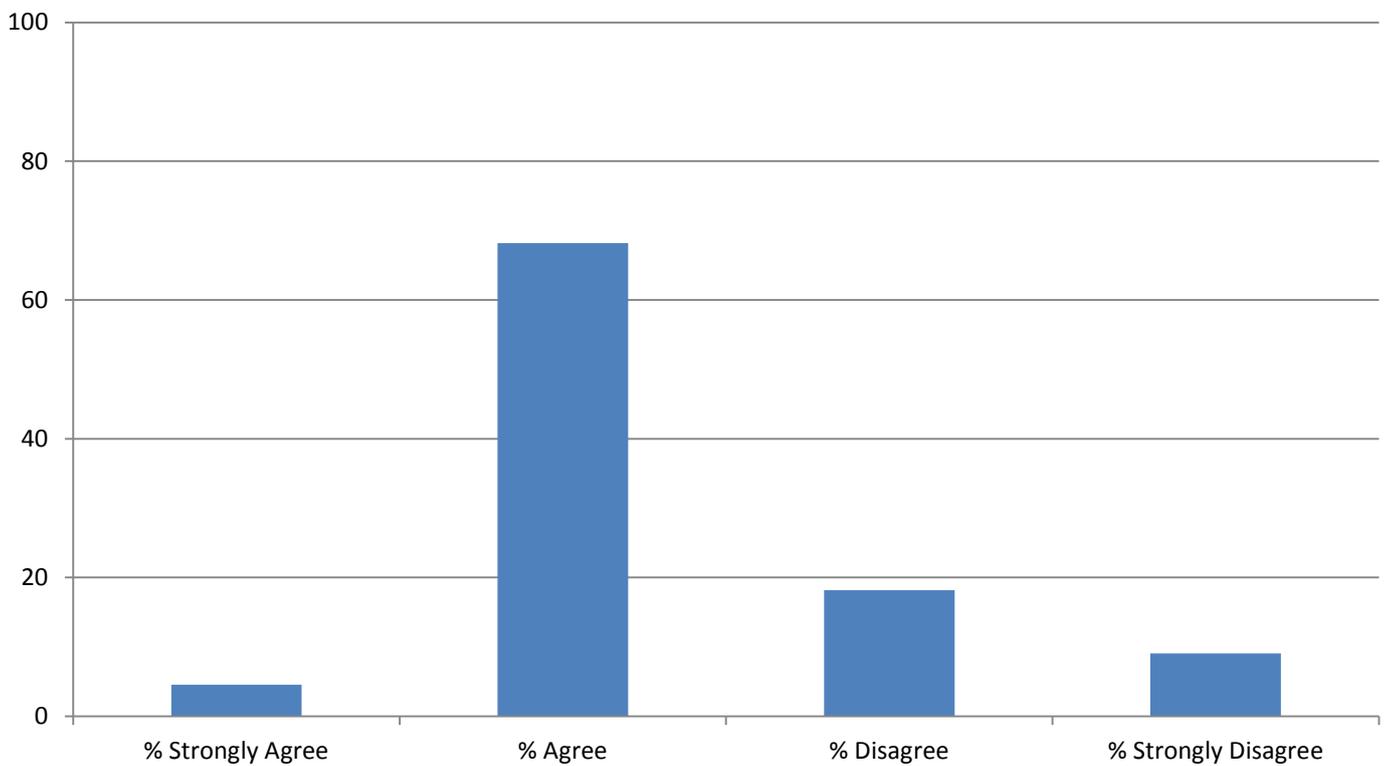


Figure 11: Response to Question 19. The content descriptions are specific about what is to be taught (n=22)

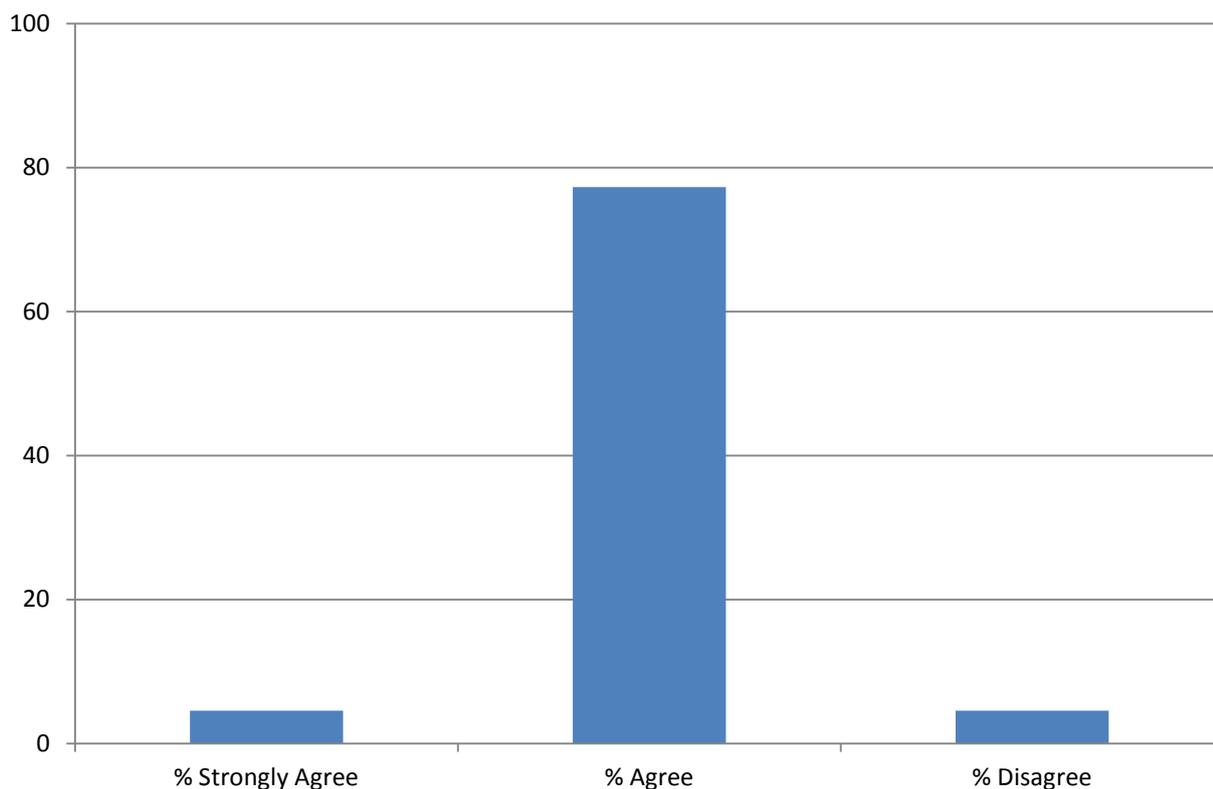


Figure 12: Response to Question 20. Unit 2: The unit description clearly describes the focus and scope for this unit (n=22)

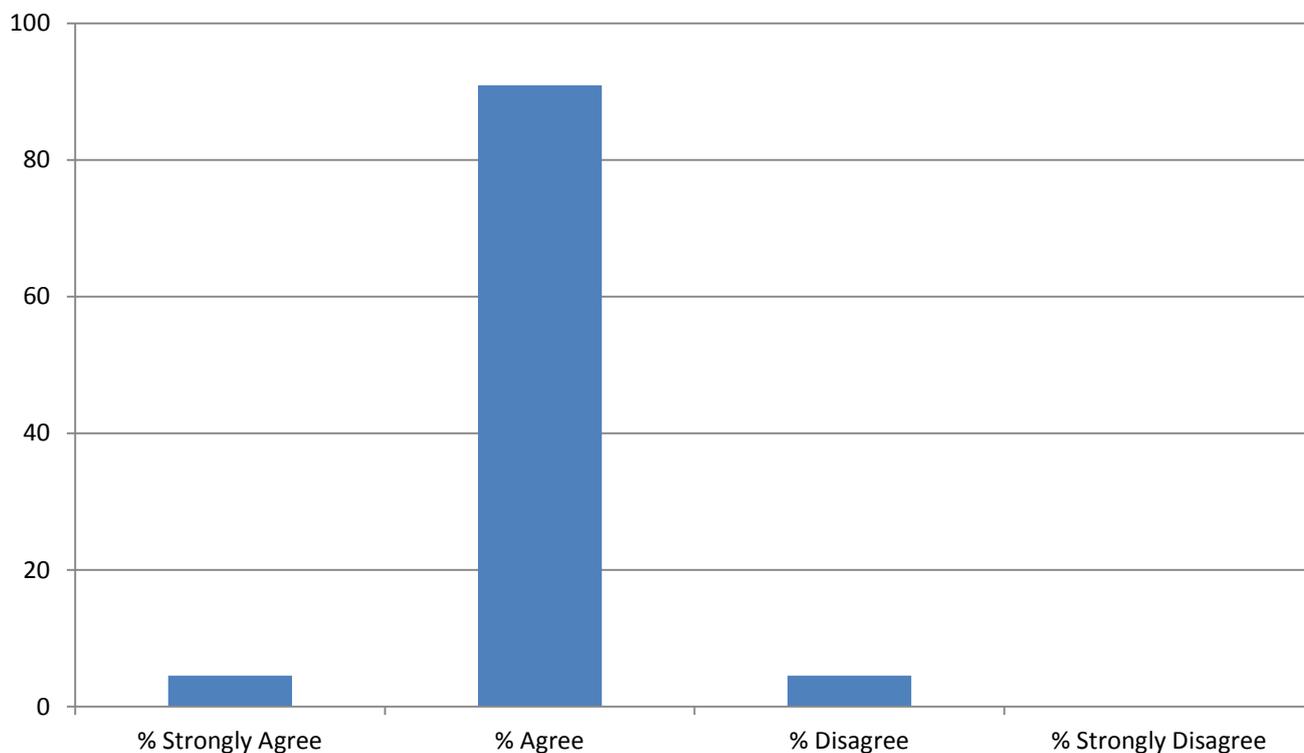


Figure 13: Response to Question 21. The unit 2 outcomes describe clearly the expected learning for this unit (n=22)

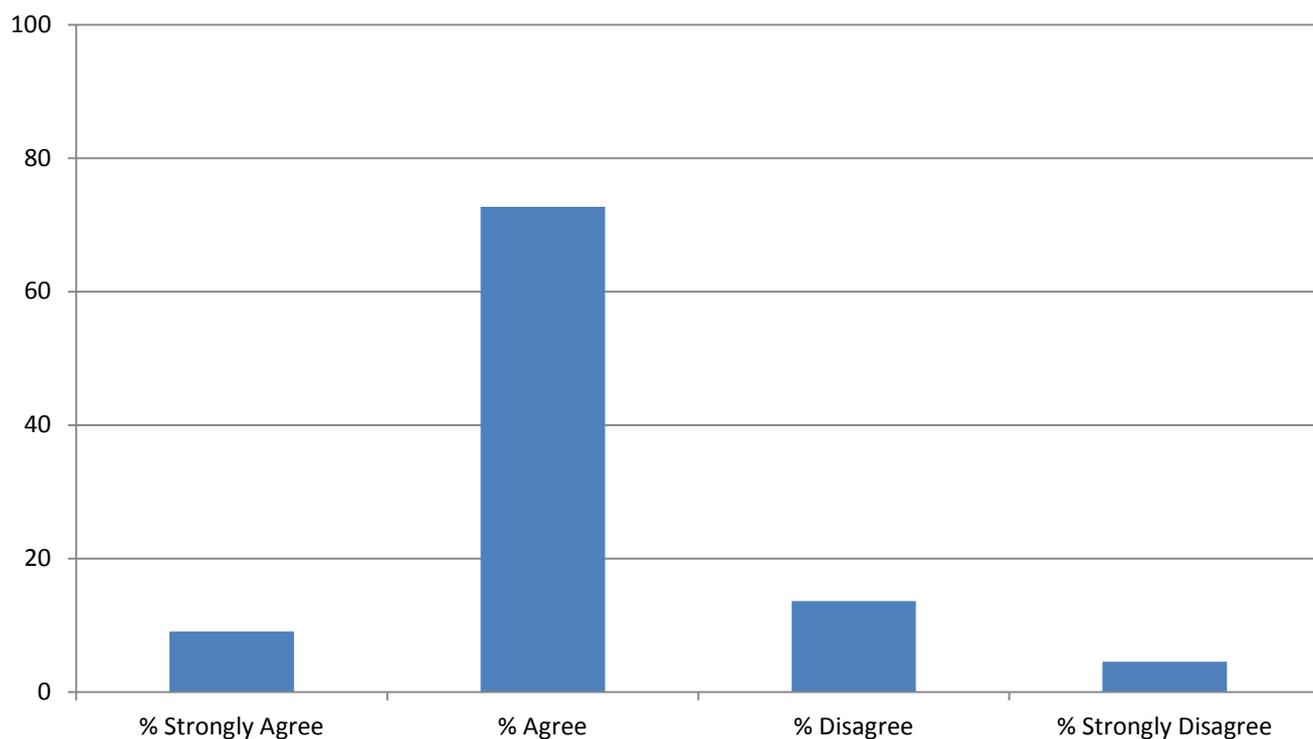


Figure 14: Response to Question 22. The unit 2 contains relevant and appropriate content (knowledge, understanding and skills) (n=22)

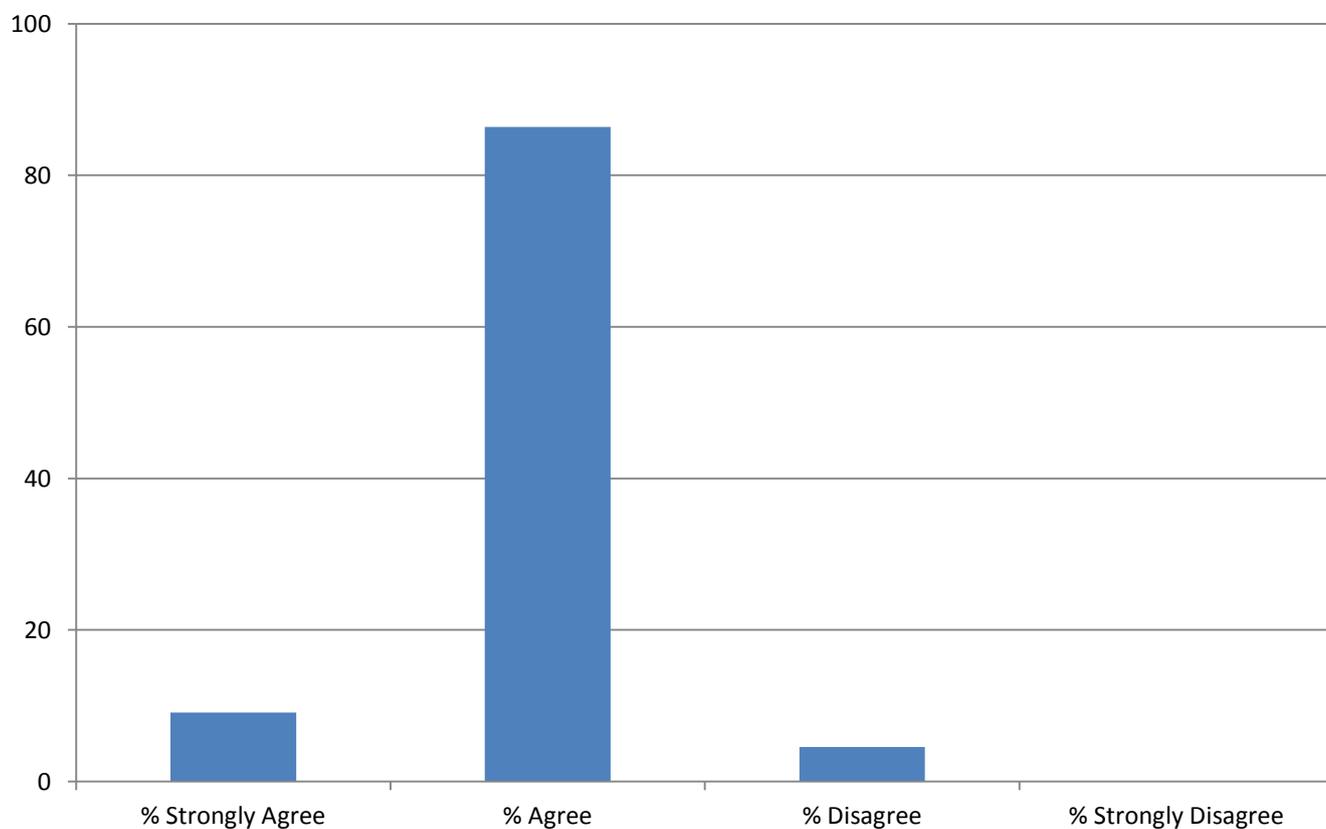


Figure 15: Response to Question 23. The unit 2 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=21)

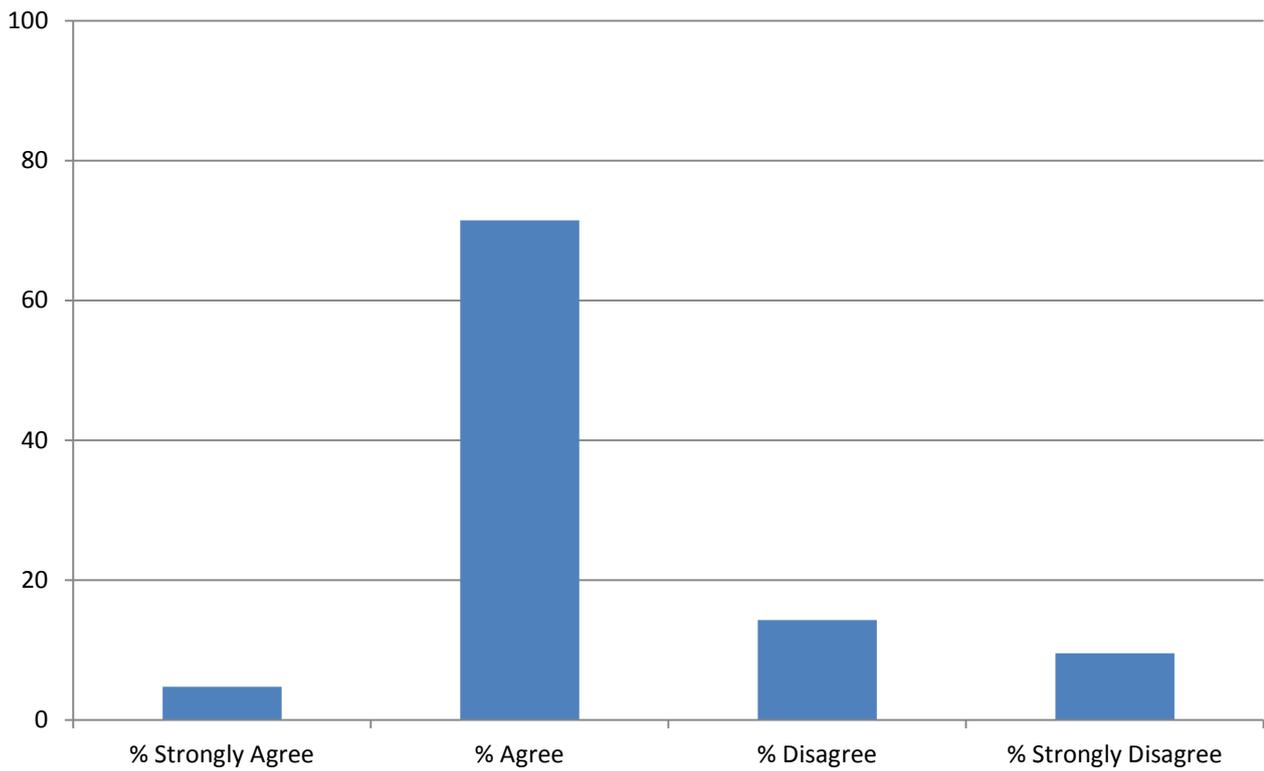


Figure 16: Response to Question 24. The content descriptions are specific about what is to be taught (n=22)

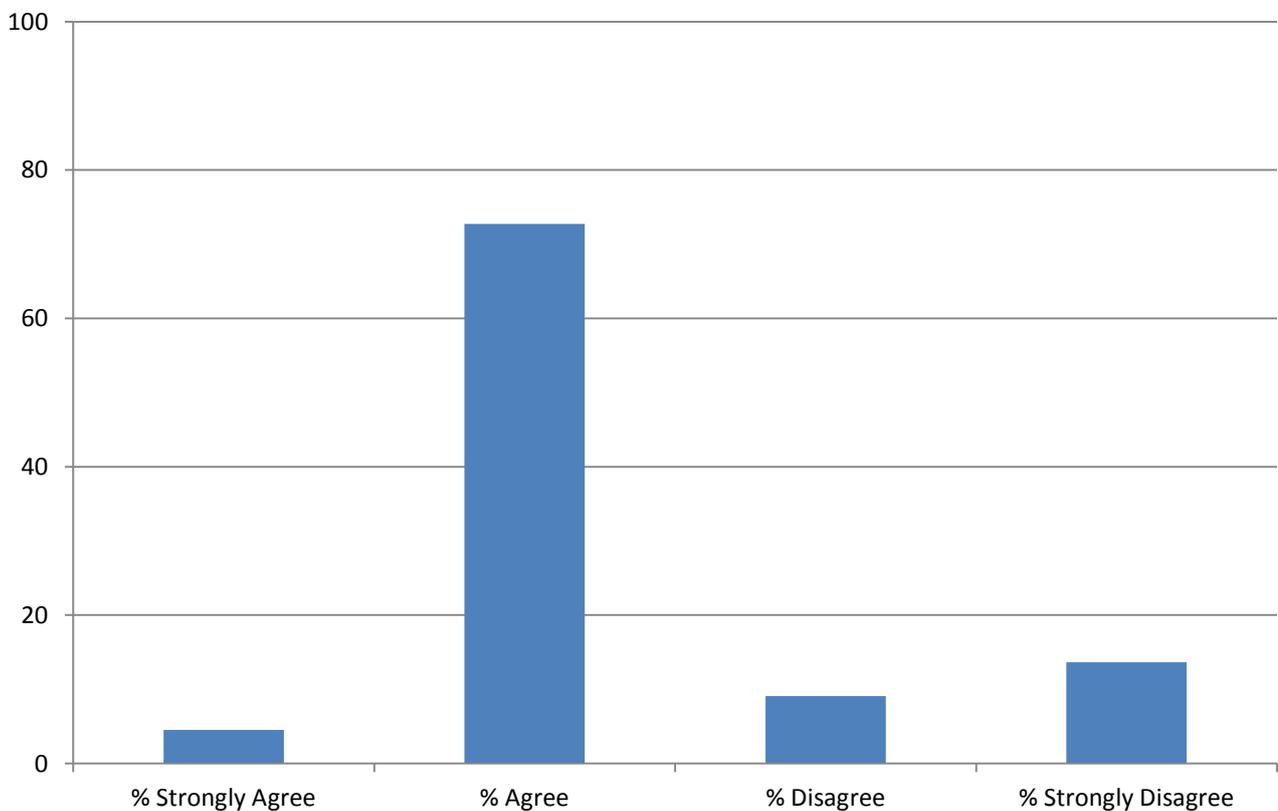


Figure 17: Response to Question 25. Unit 1 and 2: There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=21)

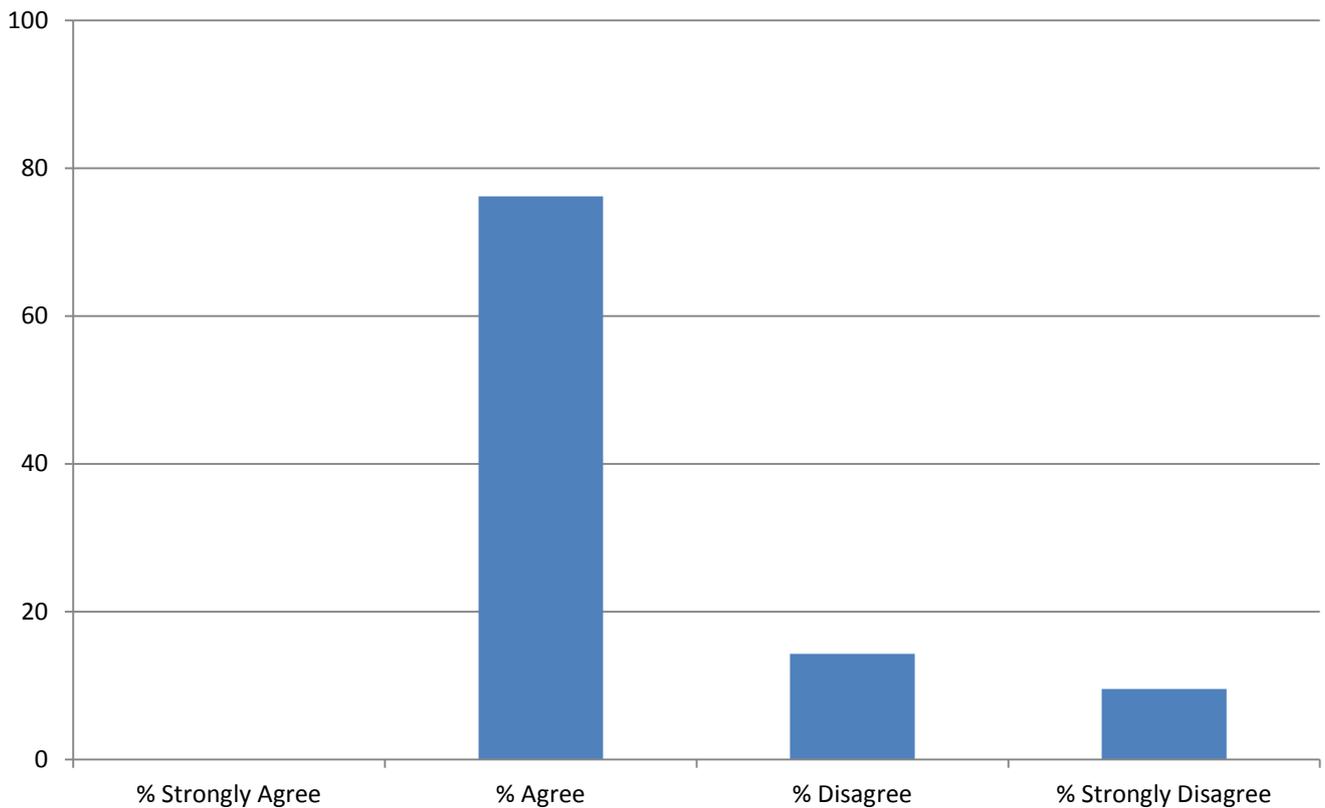


Figure 18: Response to Question 26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=22)

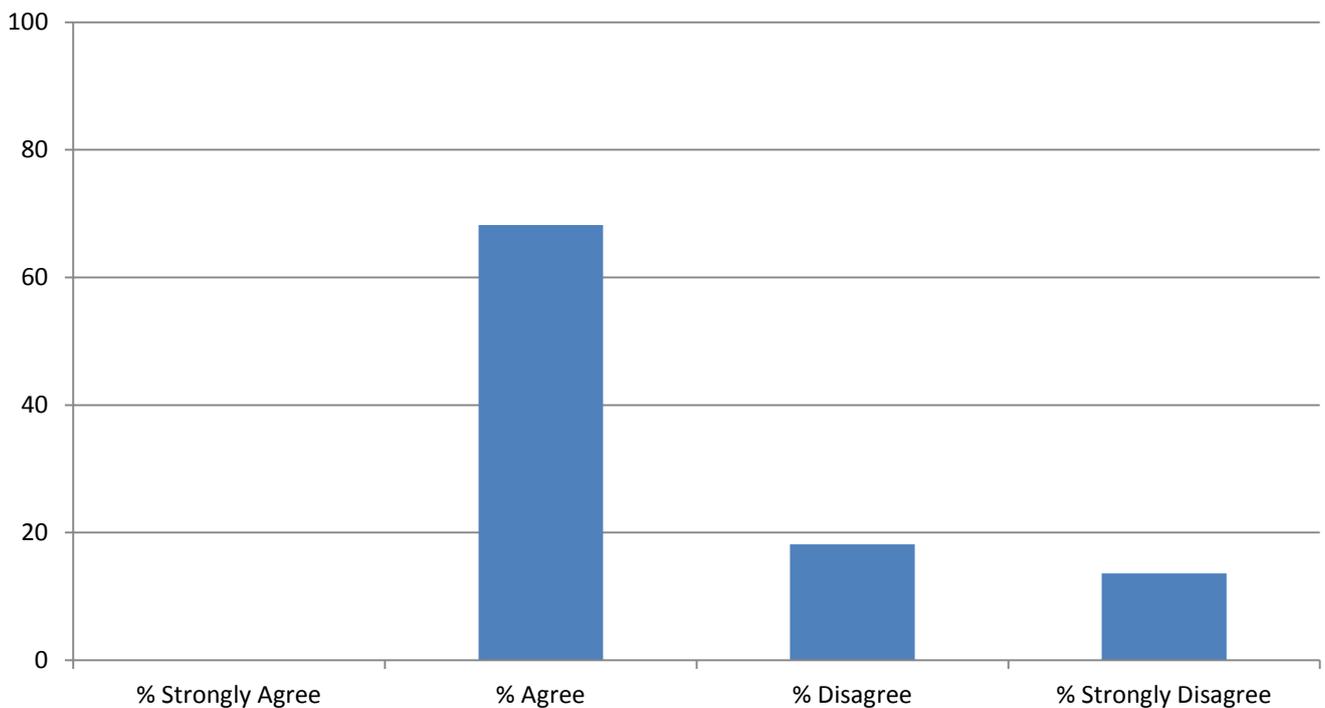


Figure 19: Response to Question 27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=22)

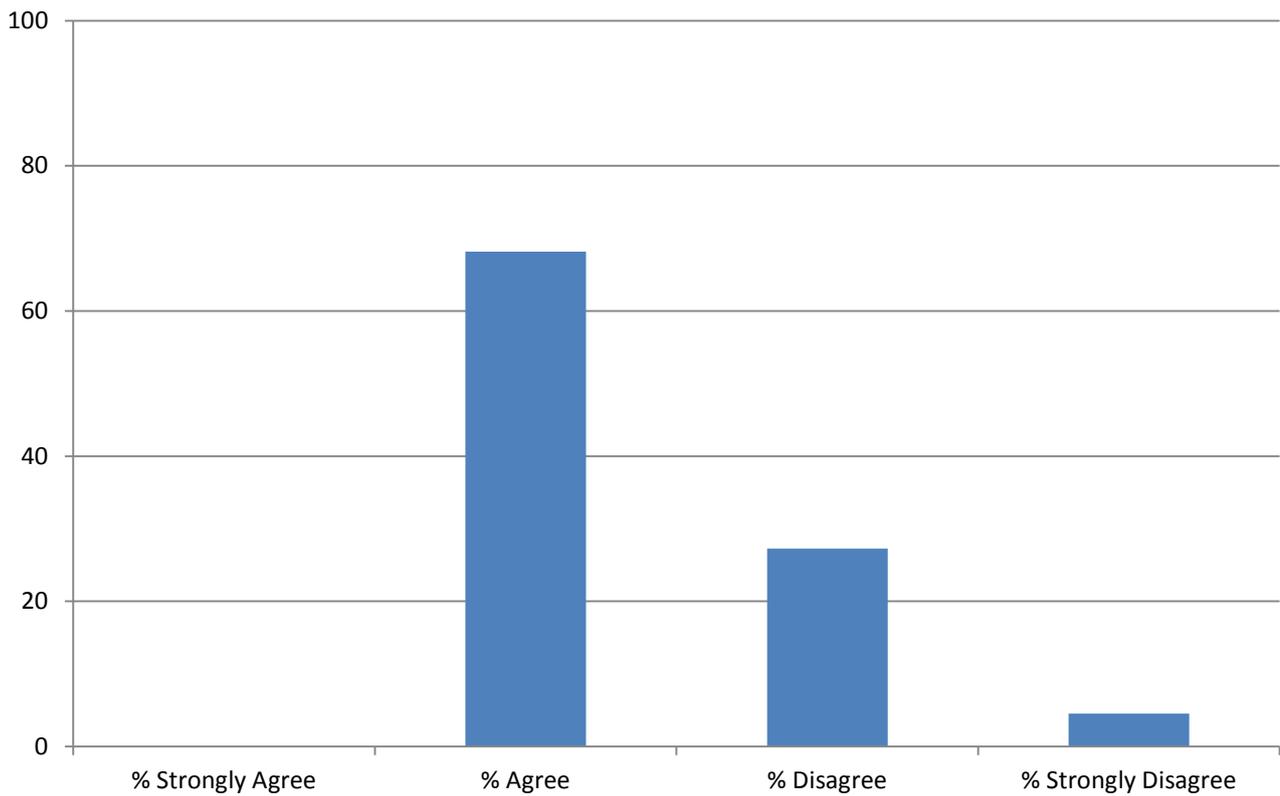


Figure 20: Response to Question 28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=21)

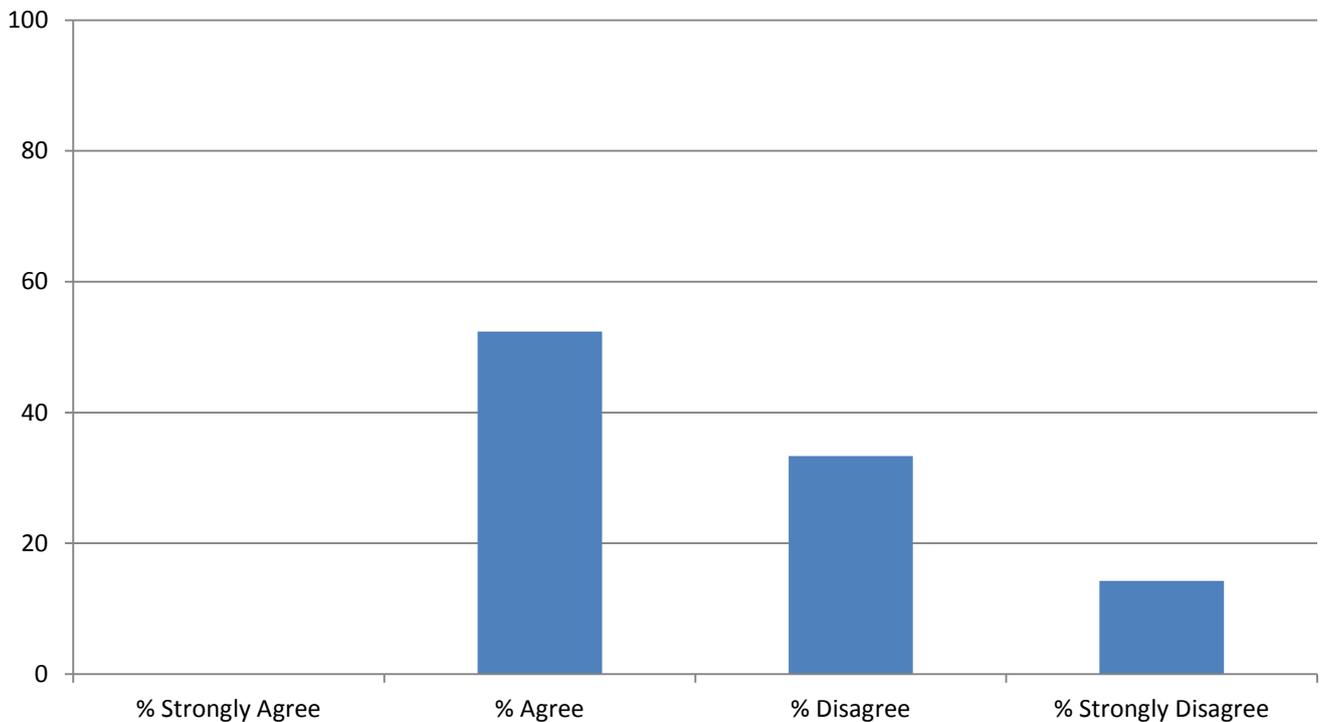


Figure 21: Response to Question 29. Unit 3: The unit description clearly describes the focus and scope for this unit (n=20)

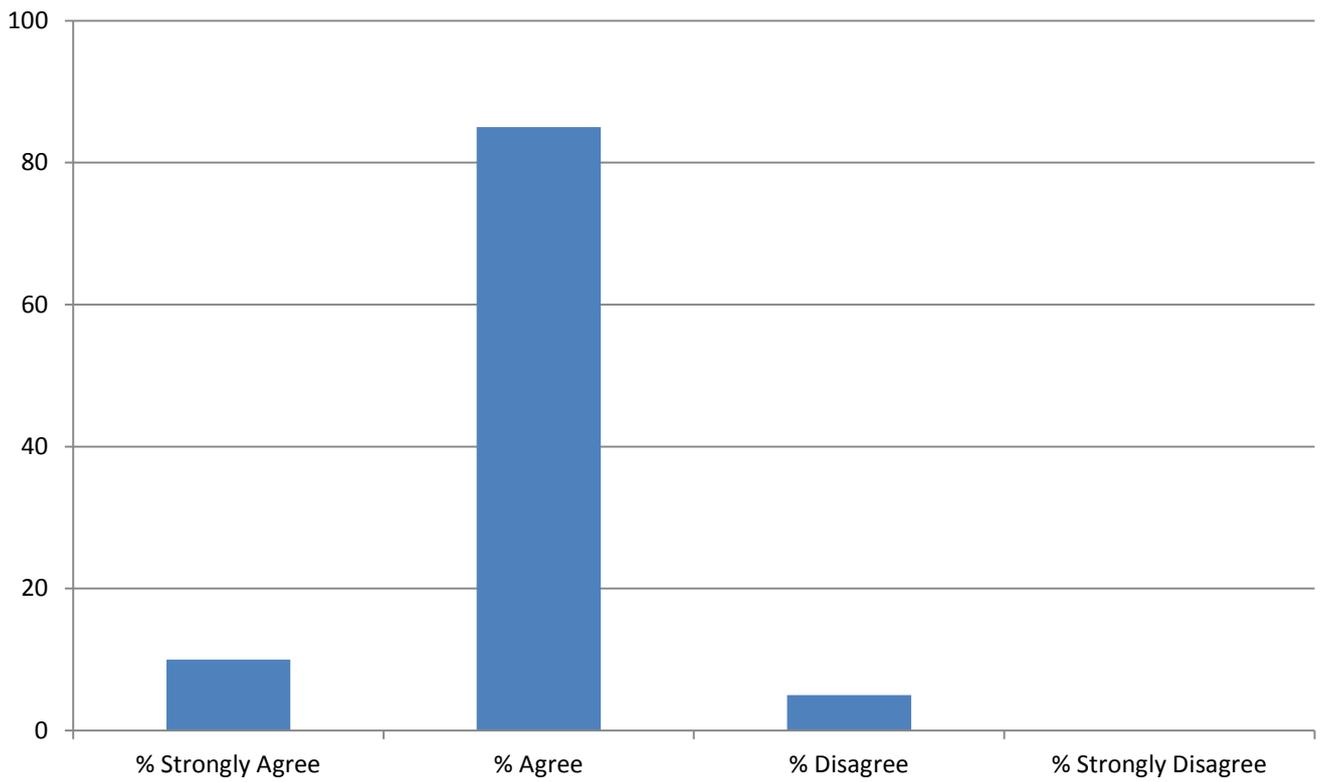


Figure 22: Response to Question 30. The unit 3 outcomes describe clearly the expected learning for this unit (n=19)

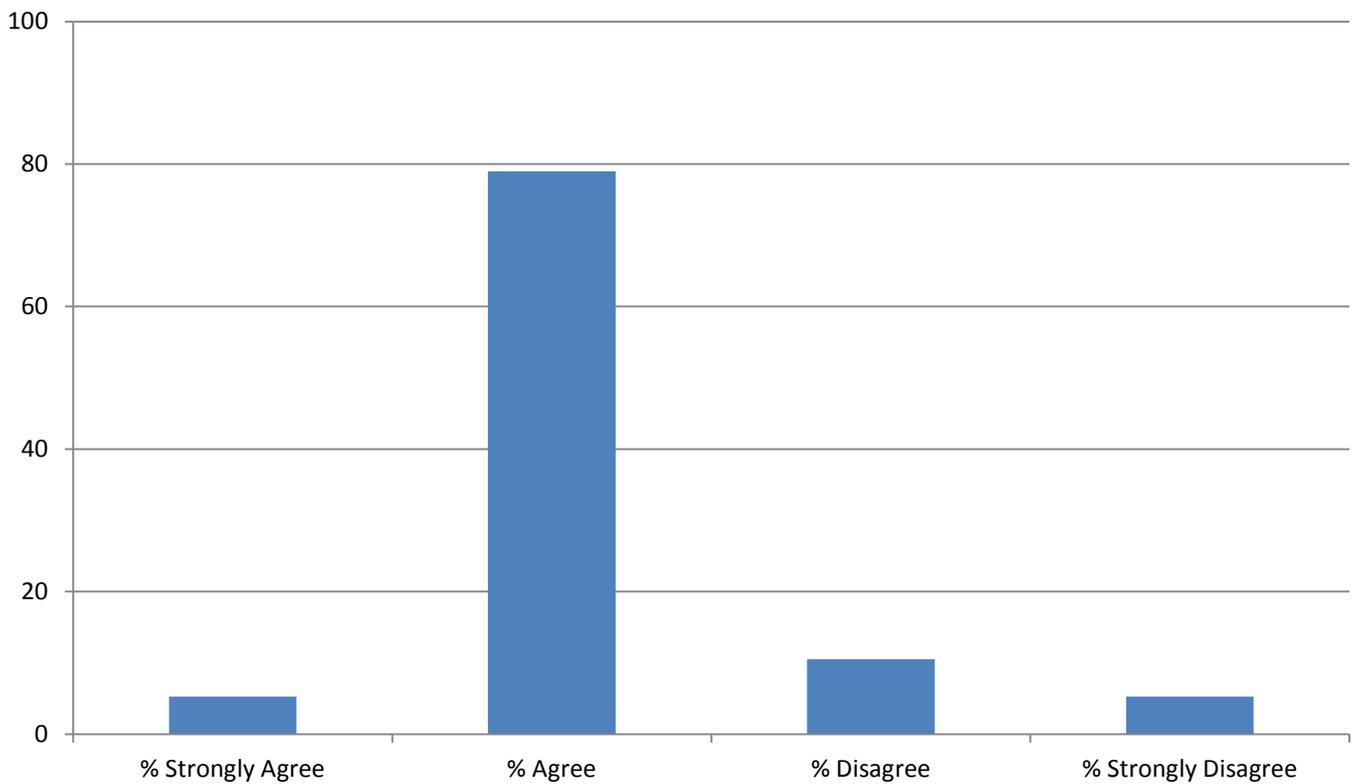


Figure 23: Response to Question 31. The unit 3 contains relevant and appropriate content (knowledge, understanding and skills) (n=19)

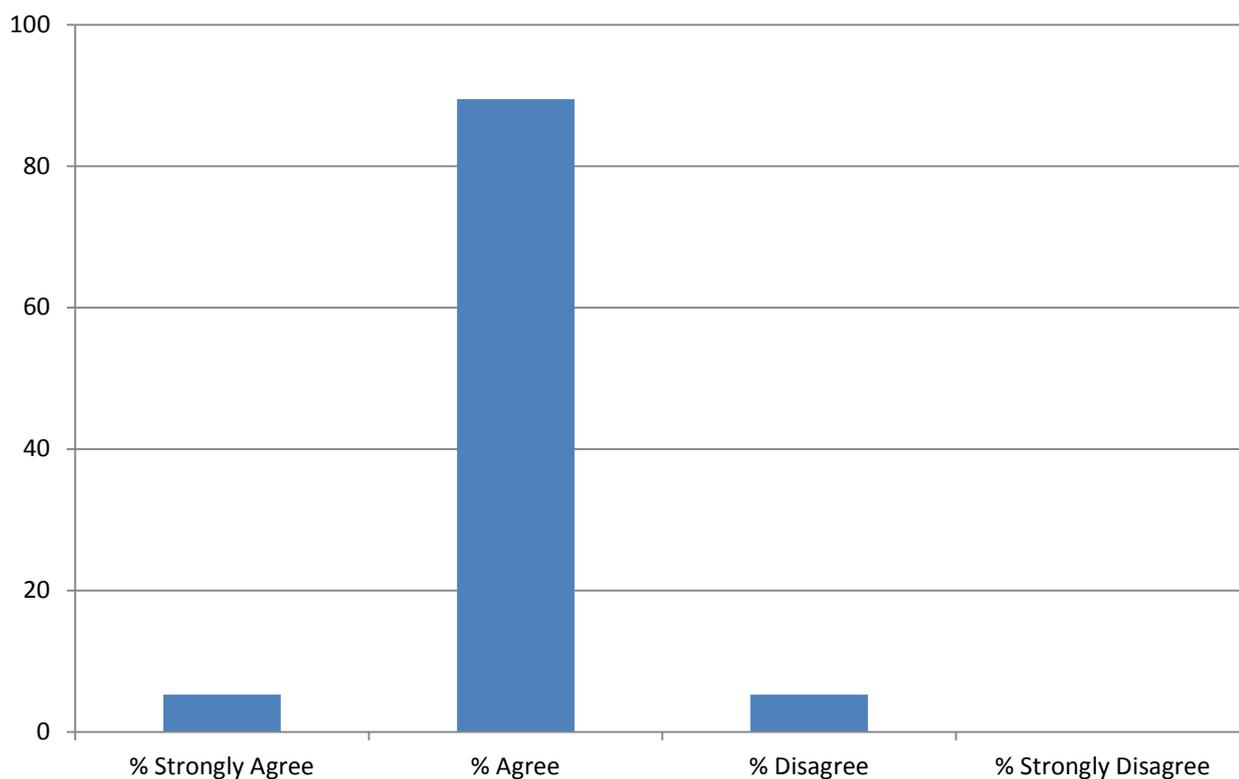


Figure 24: Response to Question 32. The unit 3 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=17)

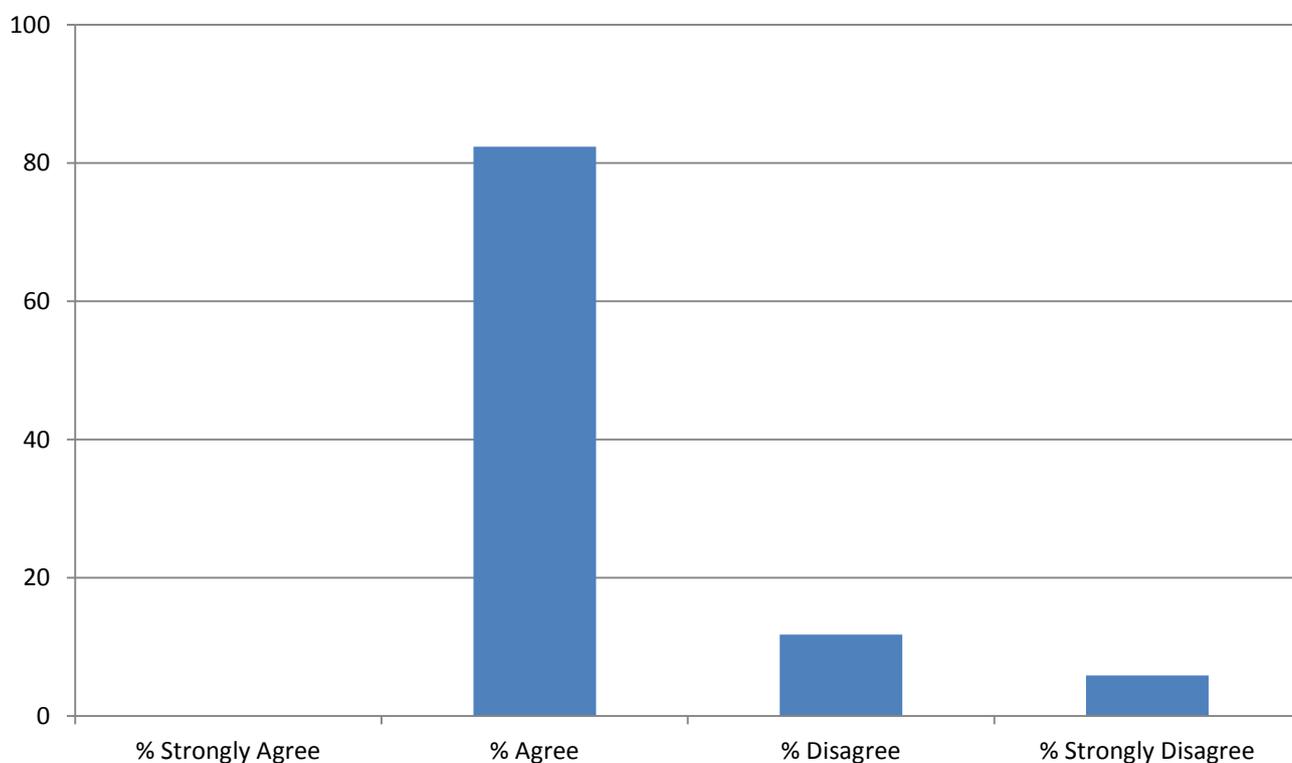


Figure 25: Response to Question 33. The content descriptions are specific about what is to be taught (n=19)

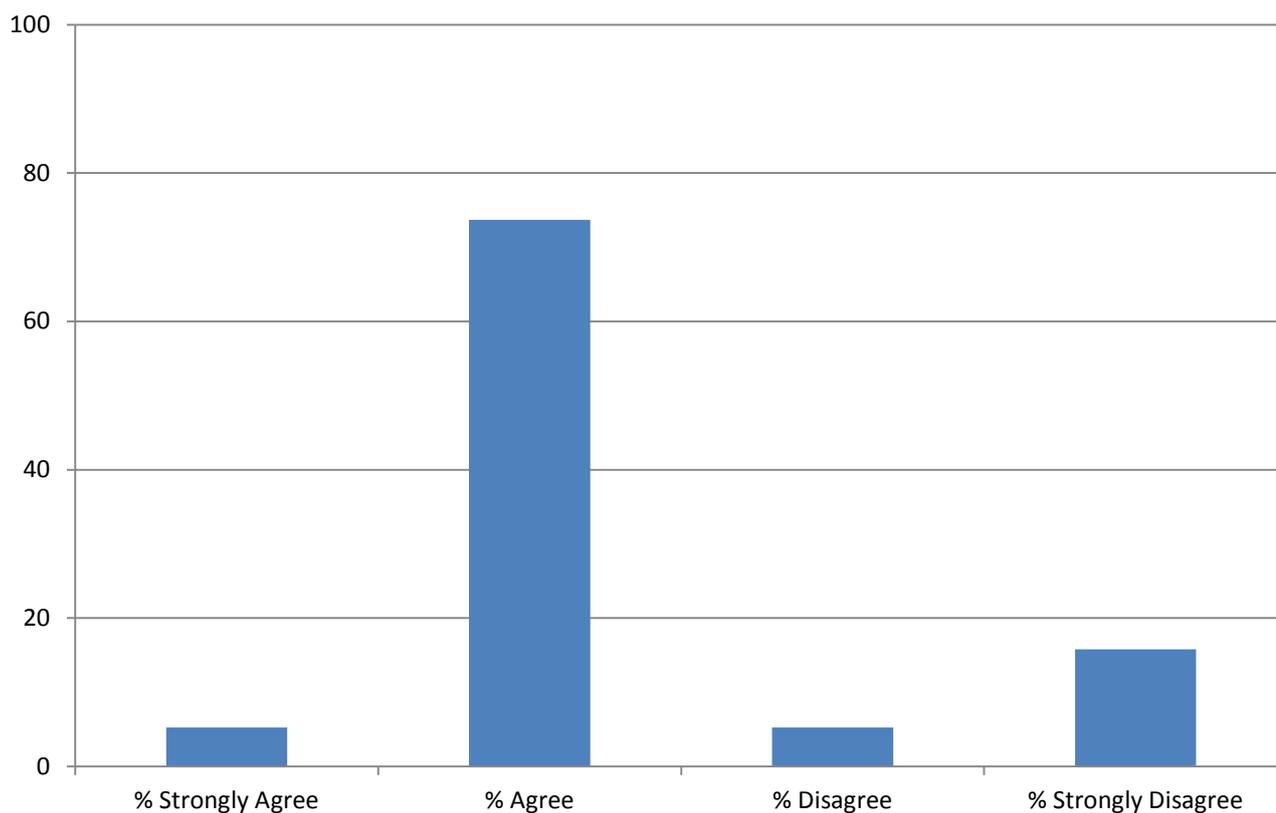


Figure 26: Response to Question 34. Unit 4: The unit description clearly describes the focus and scope for this unit (n=21)

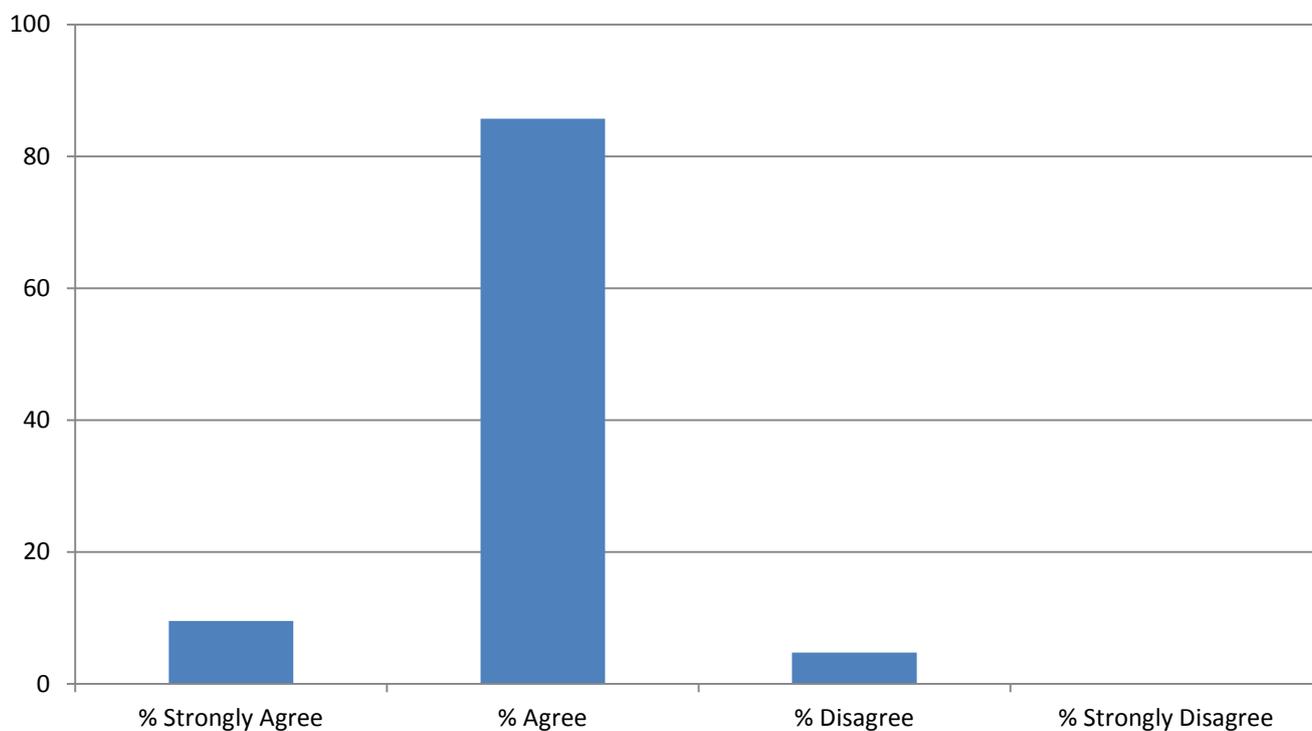


Figure 27: Response to Question 35. The unit 4 outcomes describe clearly the expected learning for this unit (n=21)

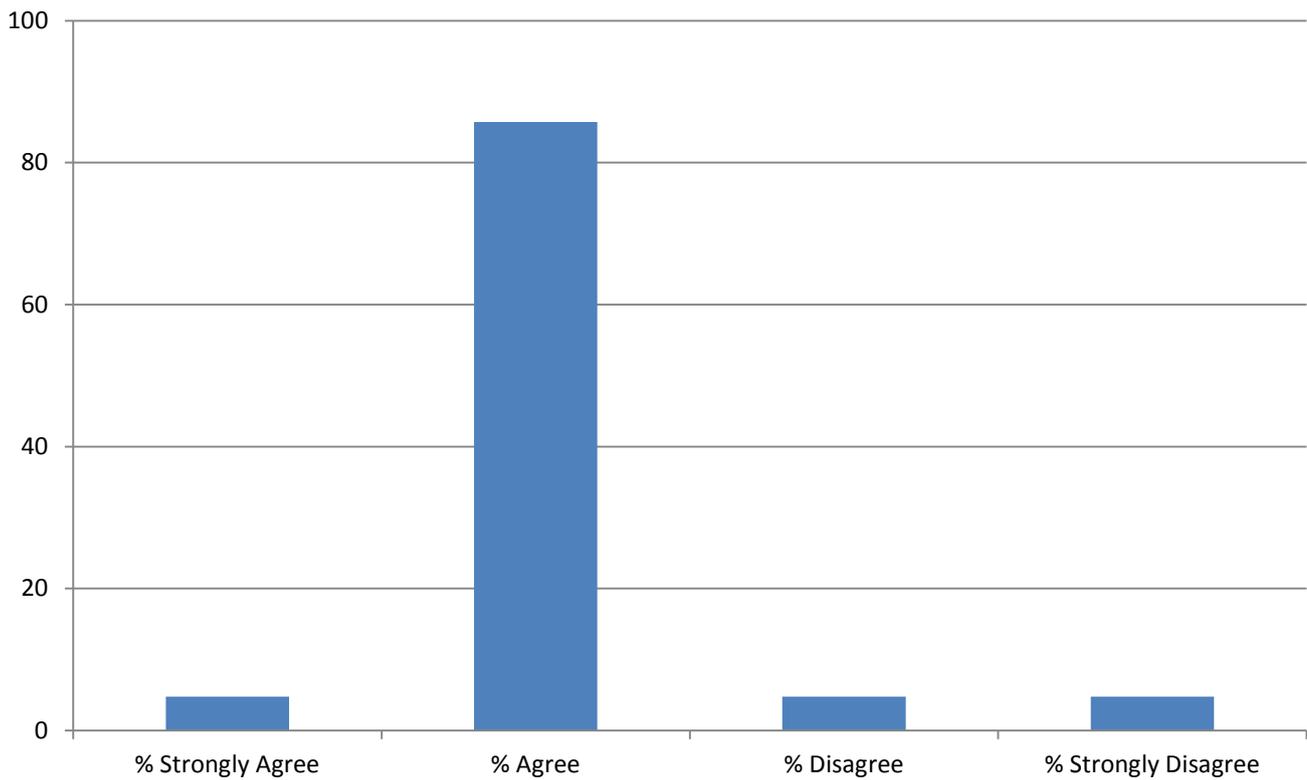


Figure 28: Response to Question 36. The unit 4 contains relevant and appropriate content (knowledge, understanding and skills) (n=21)

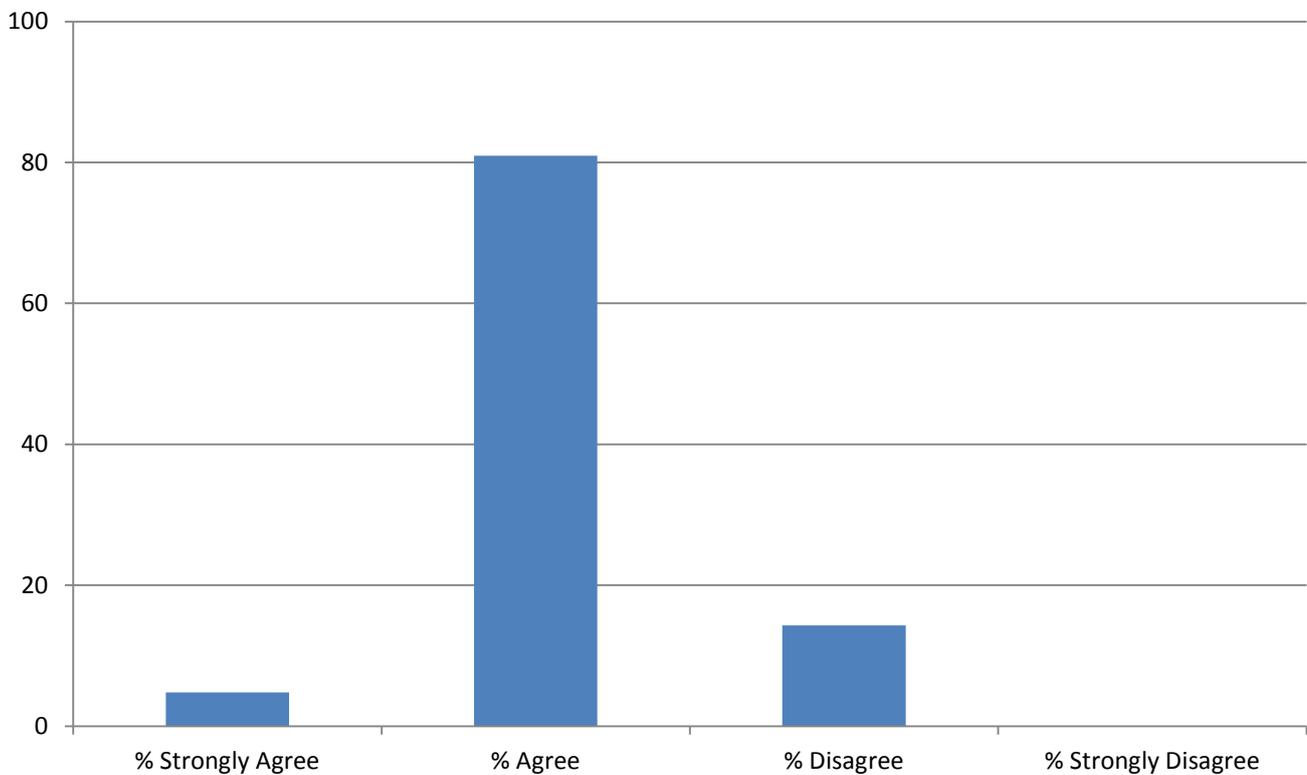


Figure 29: Response to Question 37. The unit 4 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=20)

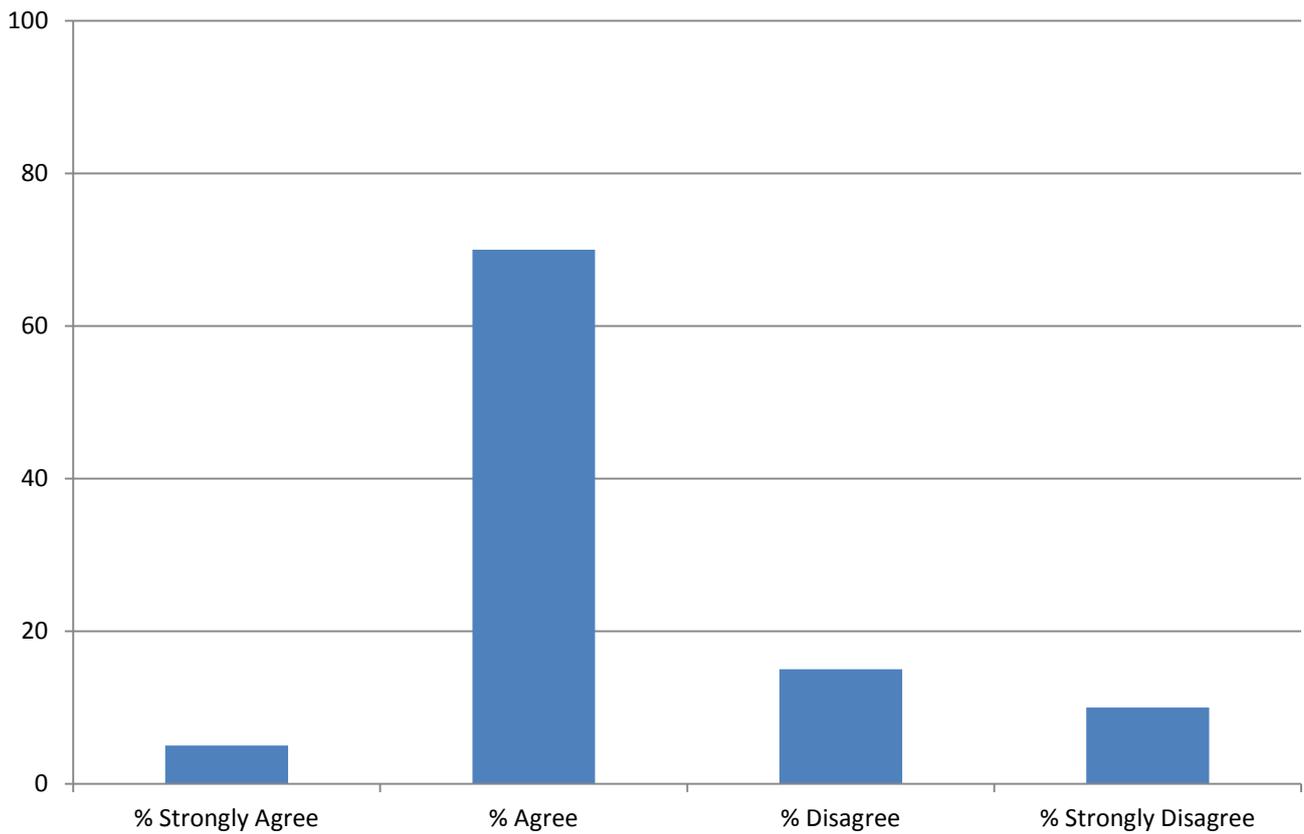


Figure 30: Response to Question 38. The content descriptions are specific about what is to be taught (n=21)

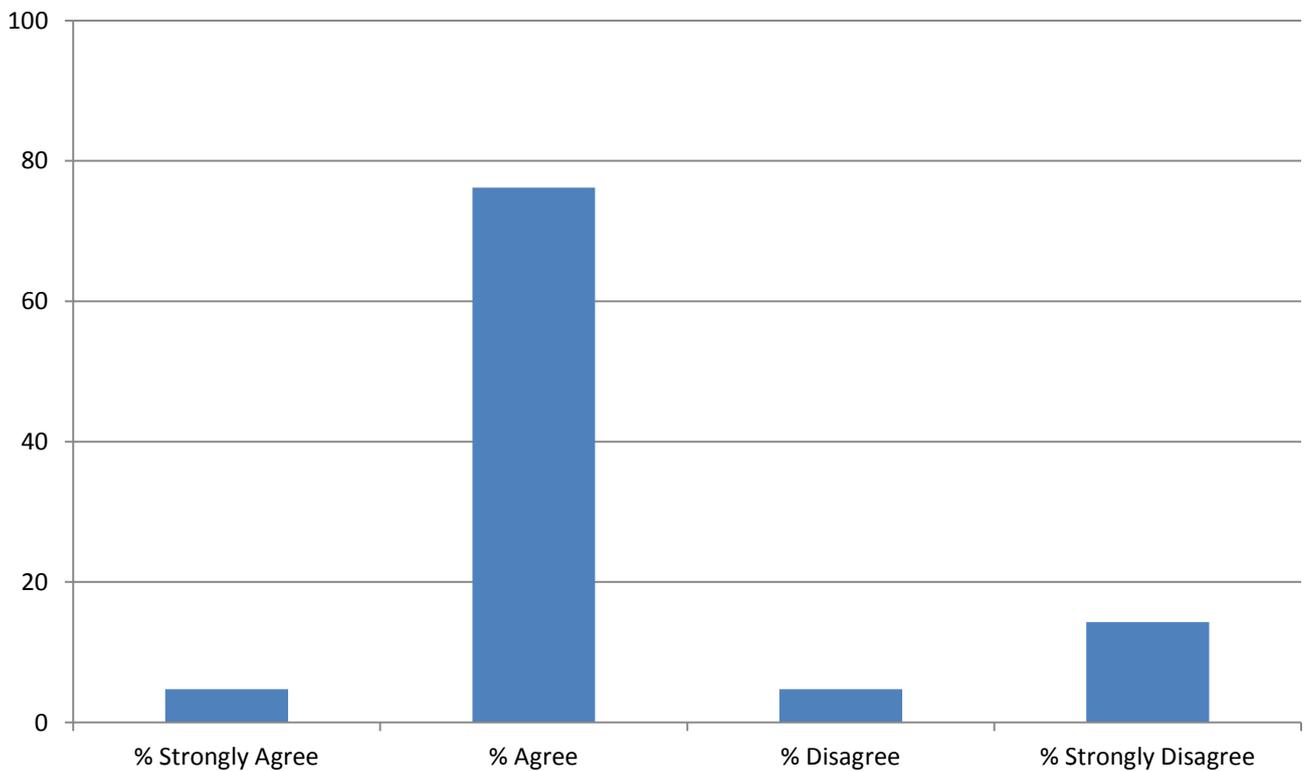


Figure 31: Response to Question 39. Unit 3 and 4 There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=21)

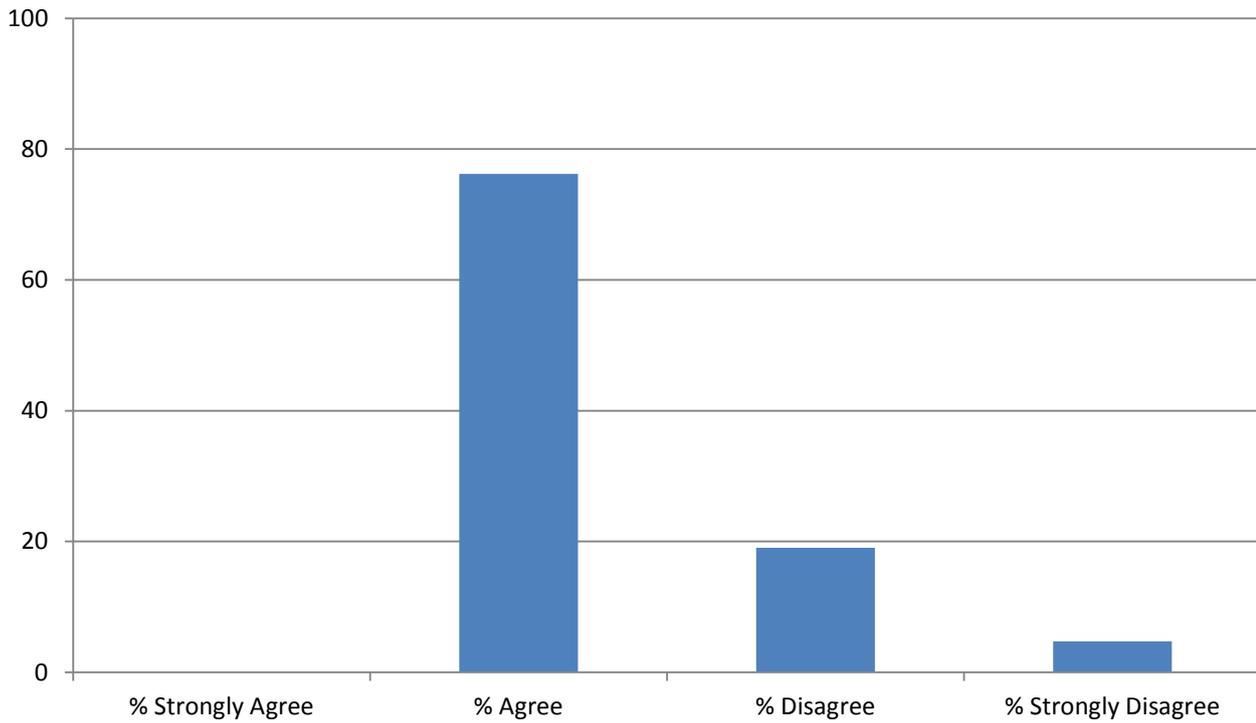


Figure 32: Response to Question 40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=20)

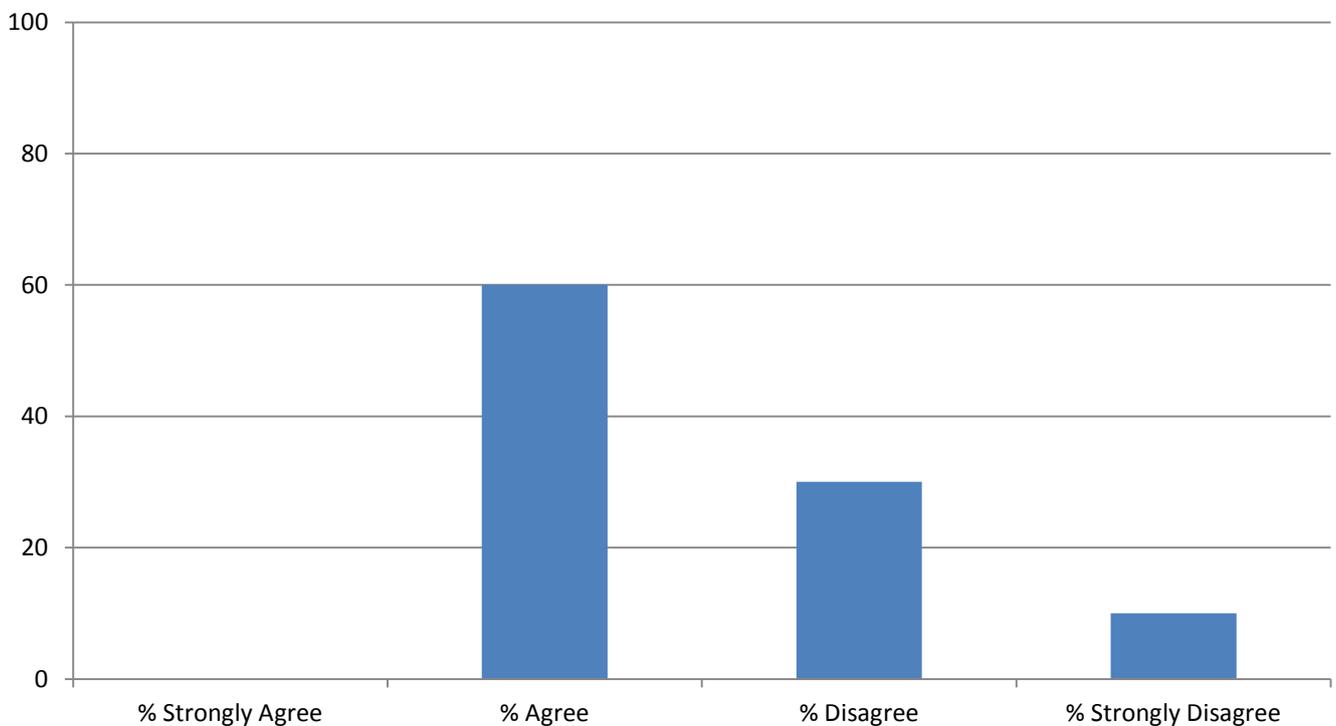


Figure 33: Response to Question 41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=20)

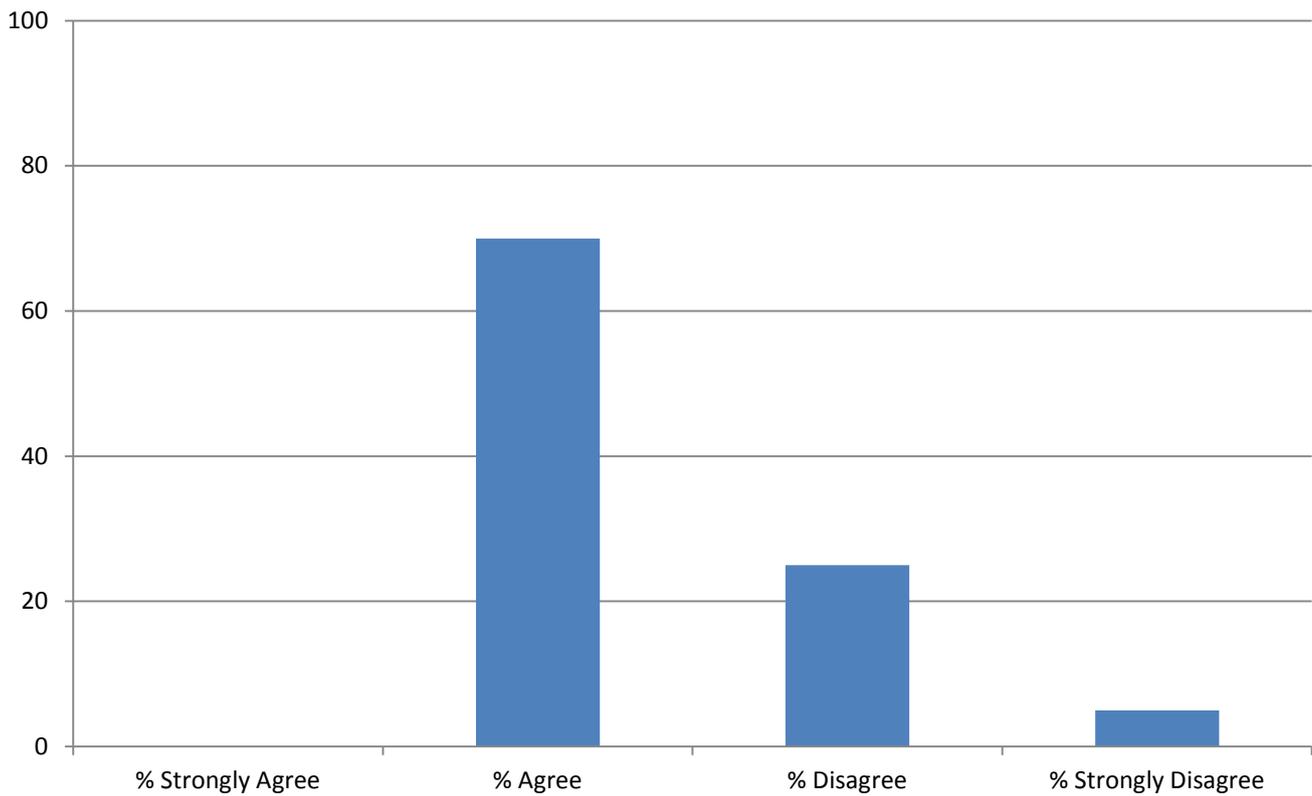


Figure 34: Response to Question 42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=19)

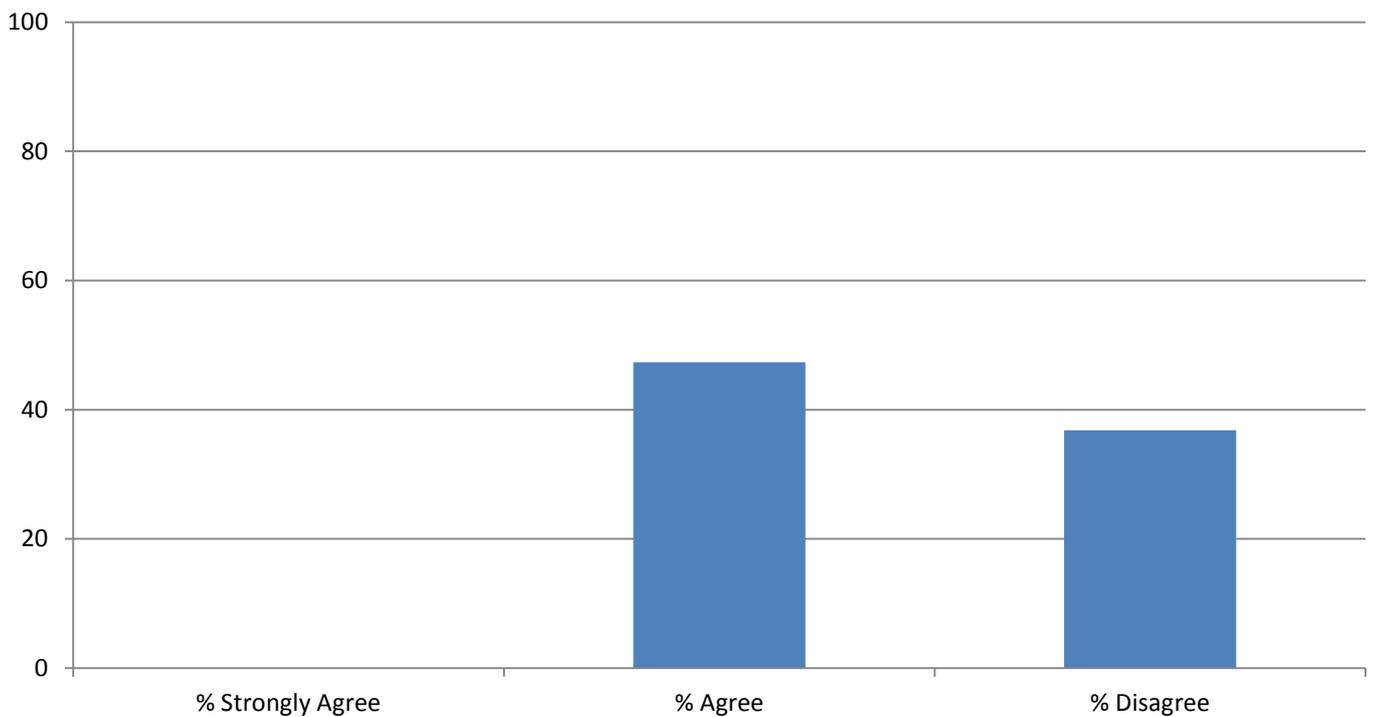


Figure 35: Response to Question 43. The general capabilities that naturally fit with this subject are appropriately represented (n=21)

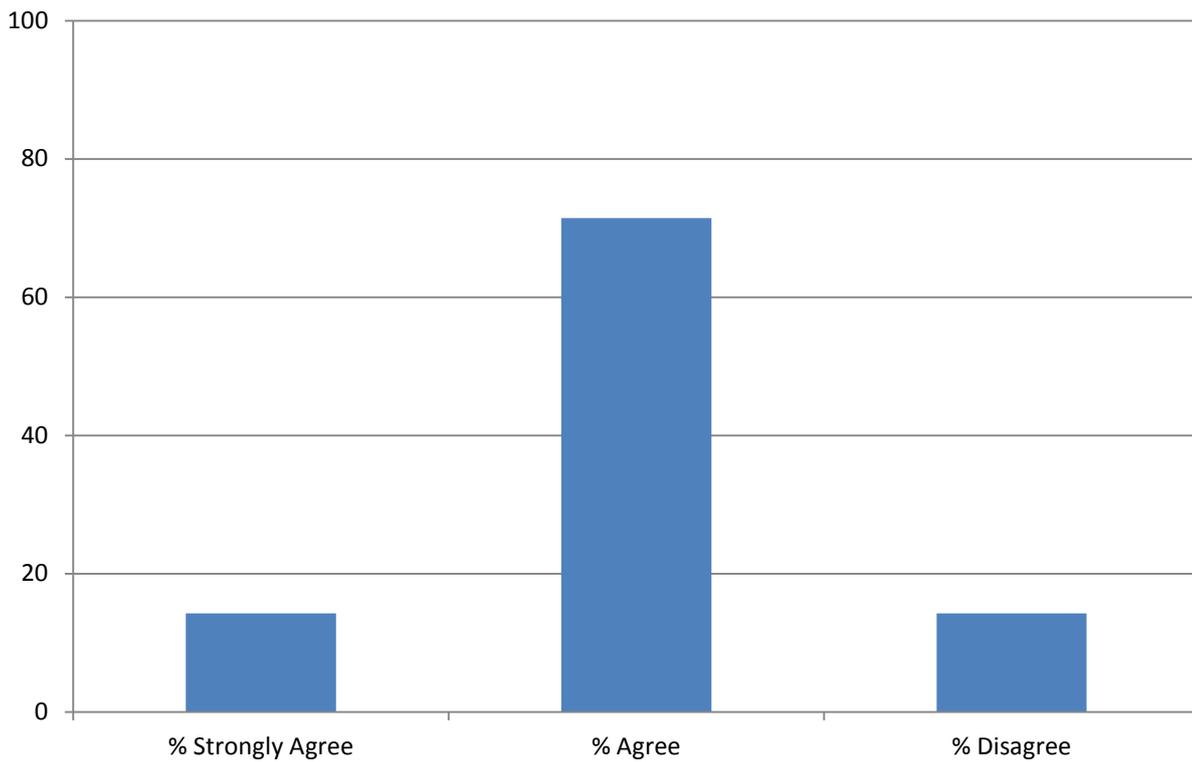


Figure 36: Response to Question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented (n=19)

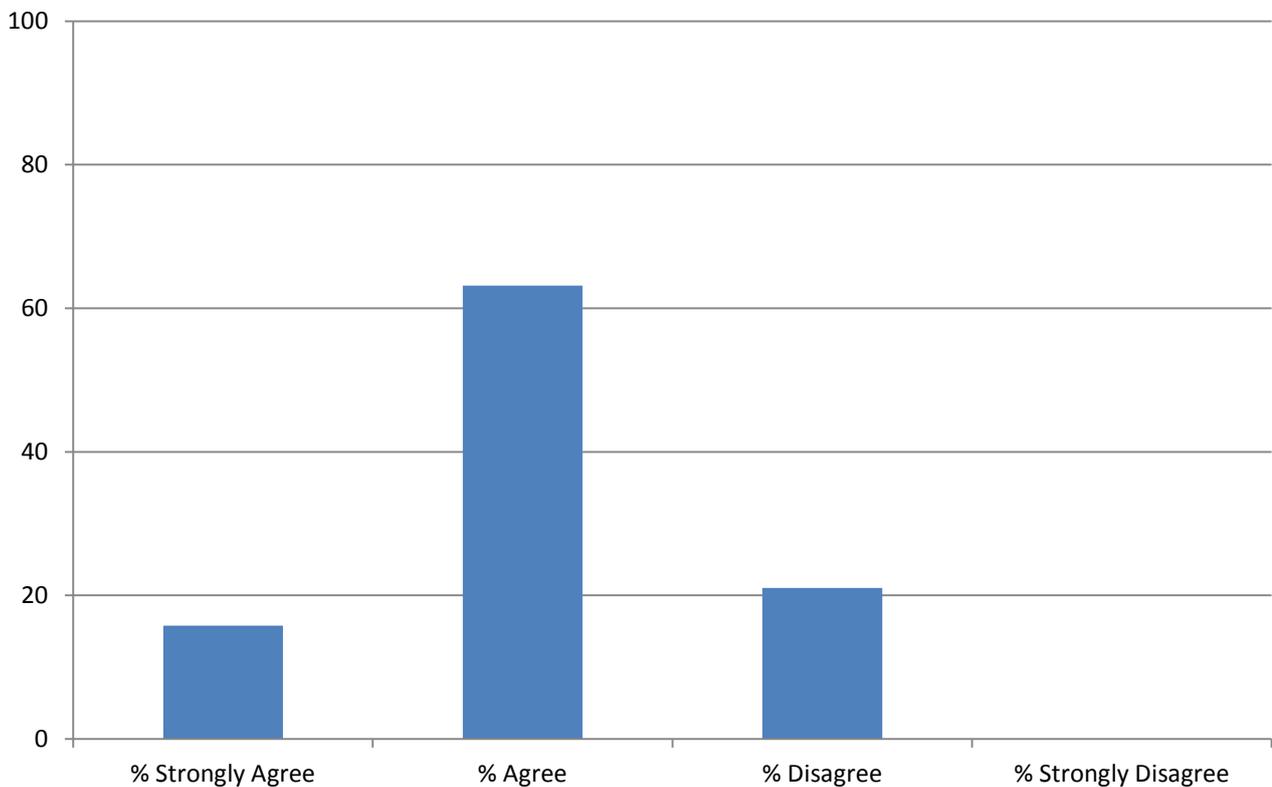


Figure 37: Response to Question 45. The glossary is comprehensive (n=20)

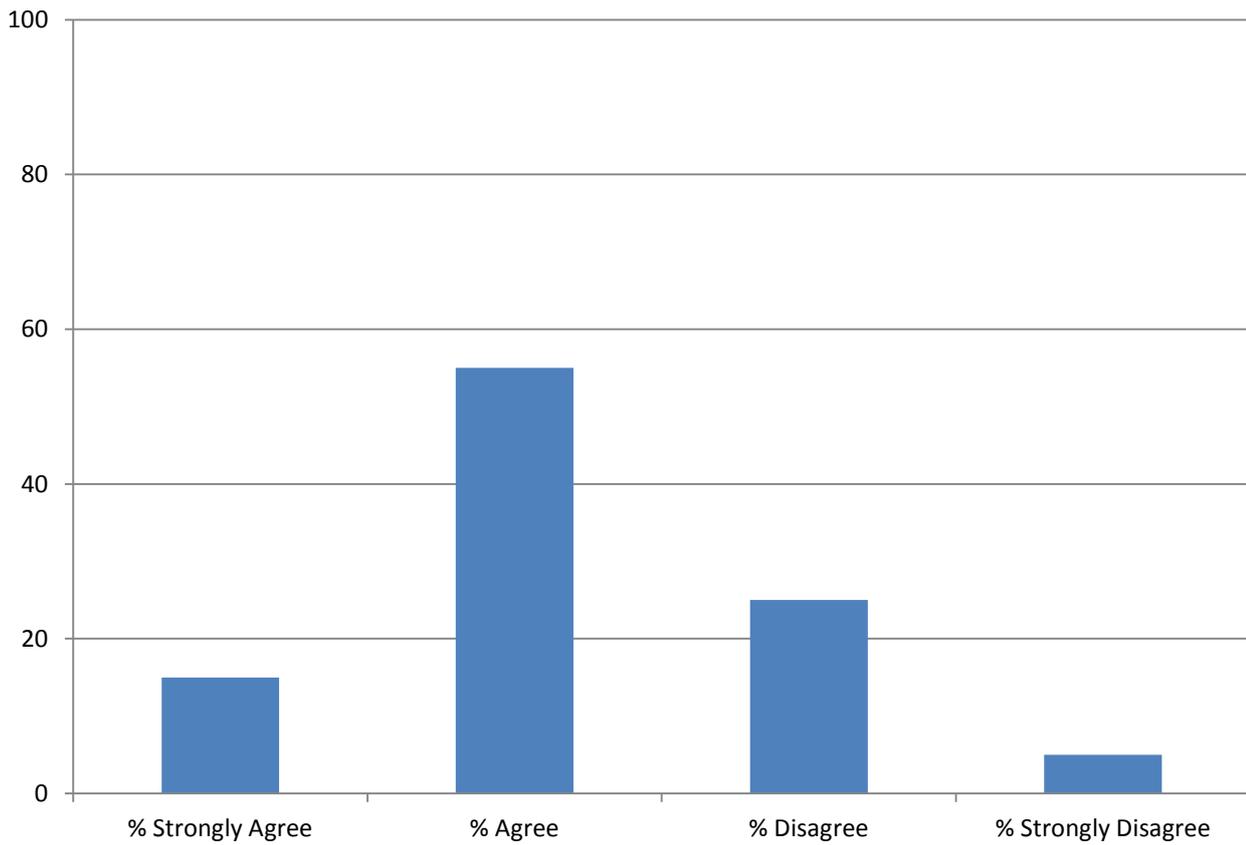
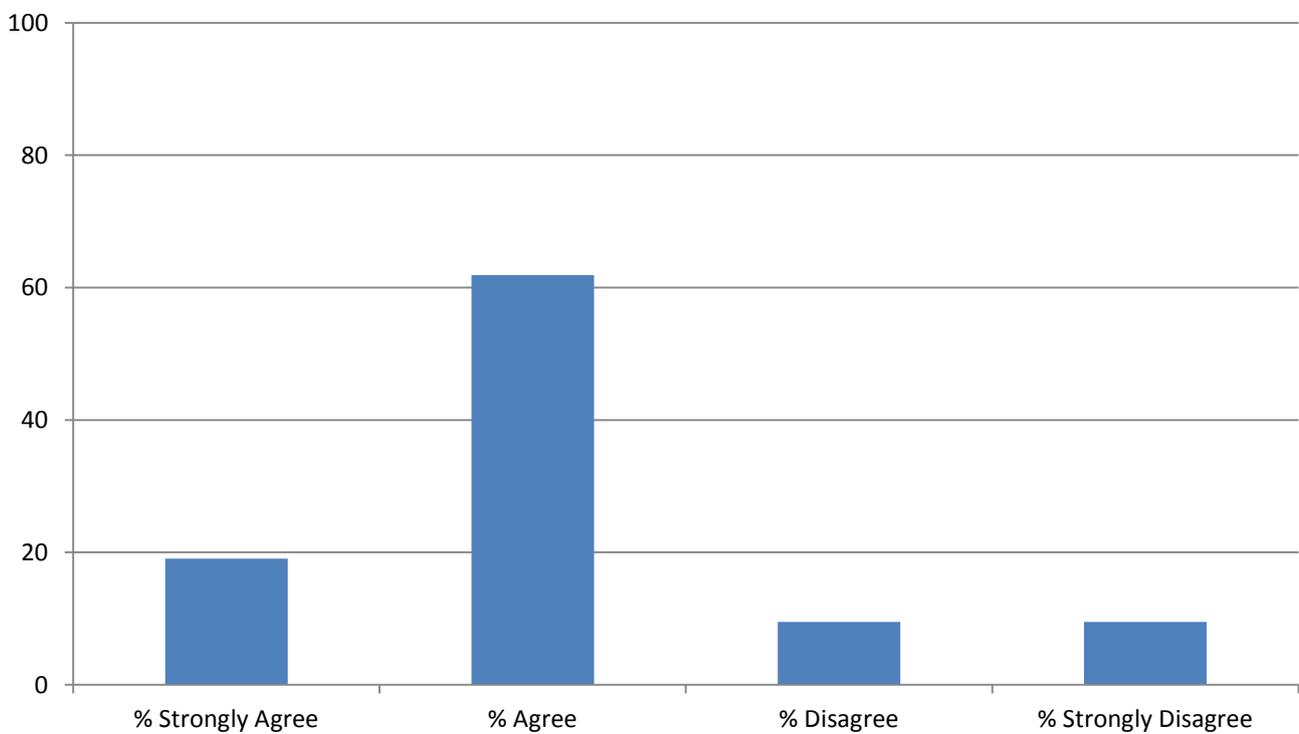


Figure 38: Response to Question 46. The names of the subjects are appropriate (n=21)



English as an Additional Language or Dialect

Figure 1: Response to Question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance (n=9)

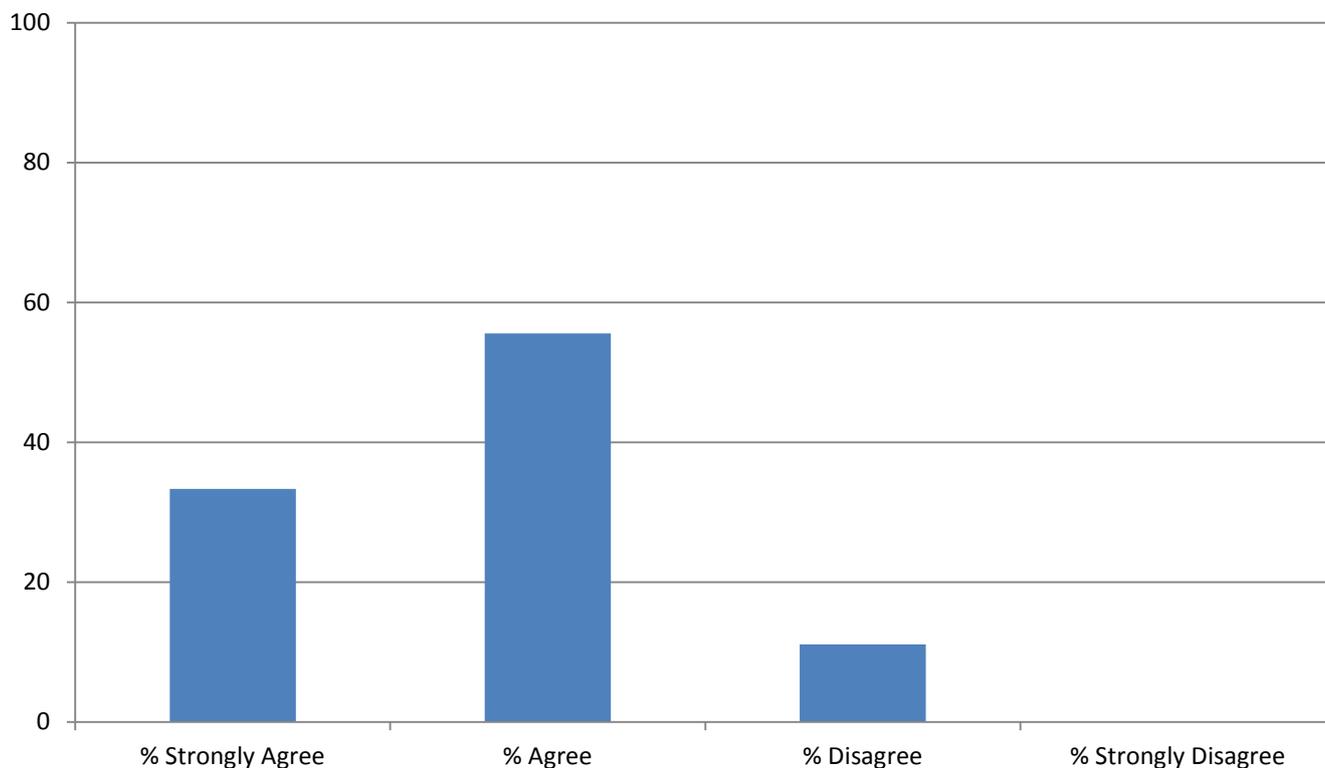


Figure 2: Response to Question 10. The aims comprehensively describe the intended learning as a result of studying the subject (n=16)

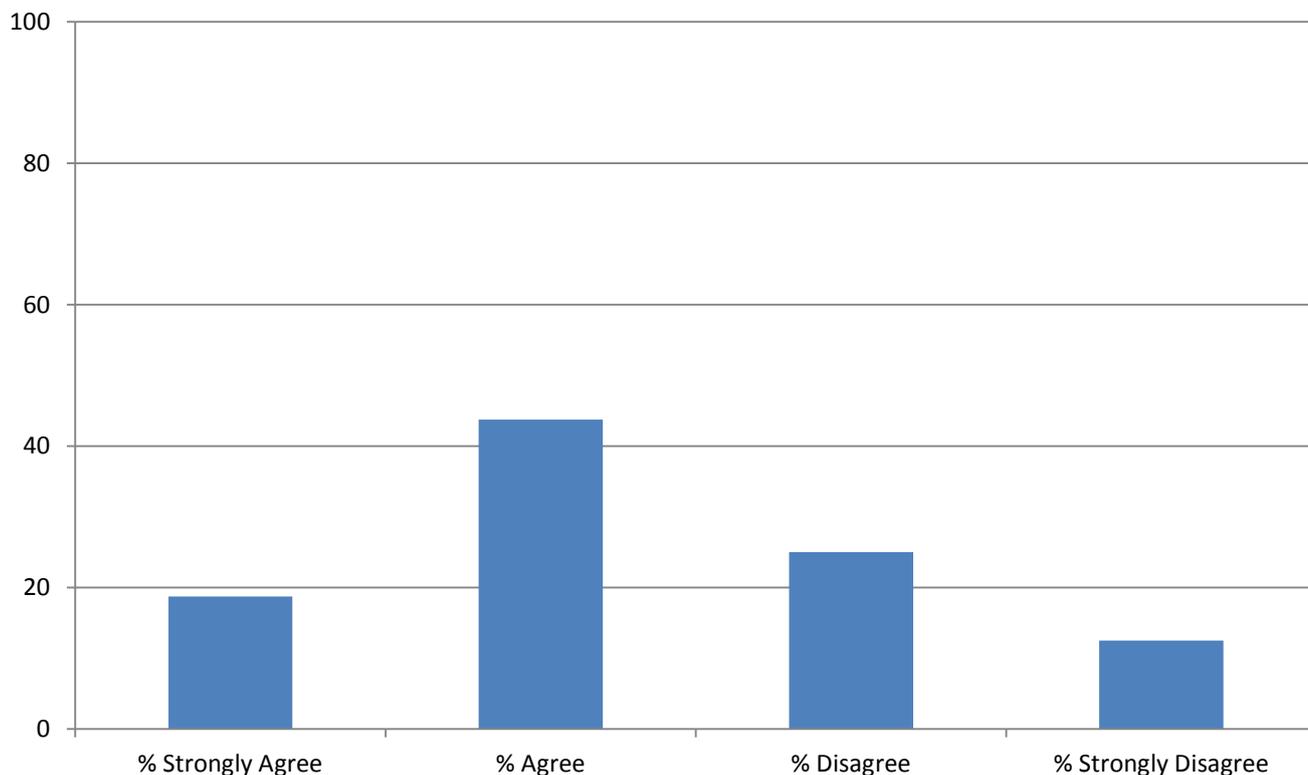


Figure 3: Response to Question 11. The four unit structure has internal logic and coherence (n=22)

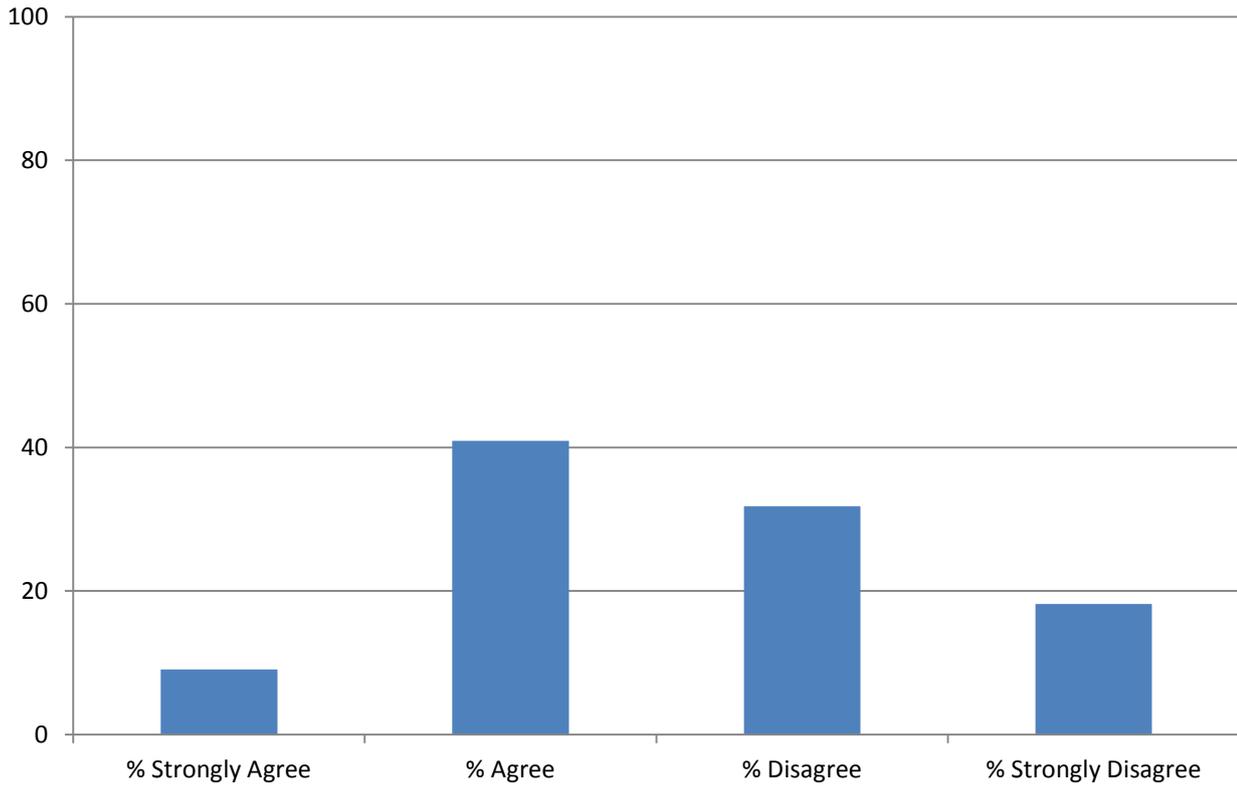


Figure 4: Response to Question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 (n=23)

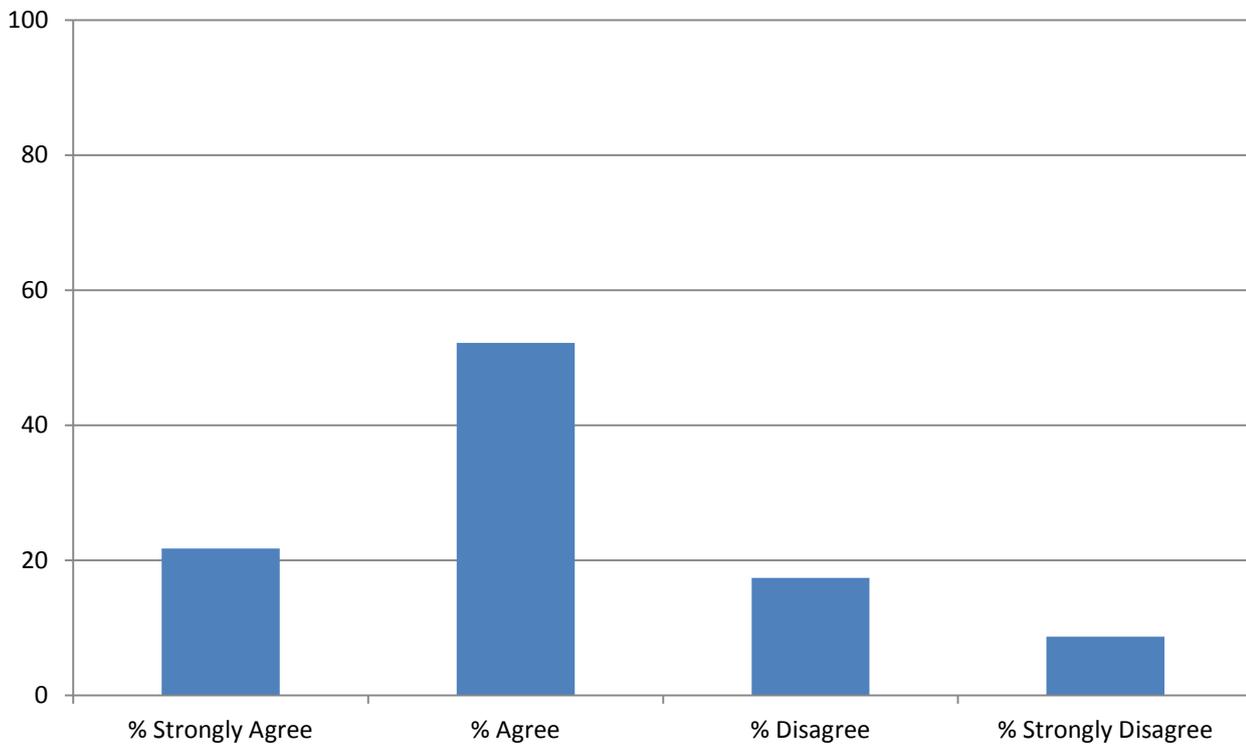


Figure 5: Response to Question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum (n=23)

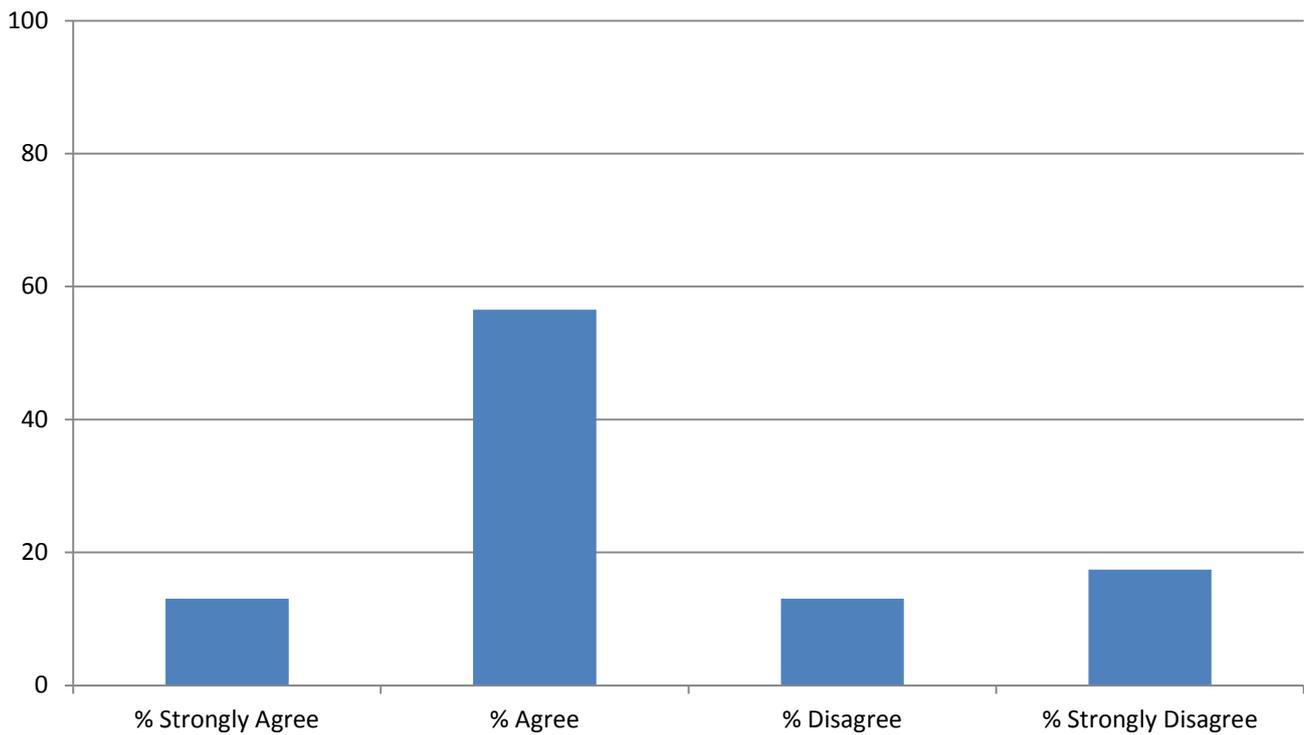


Figure 6: Response to Question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience (n=21)

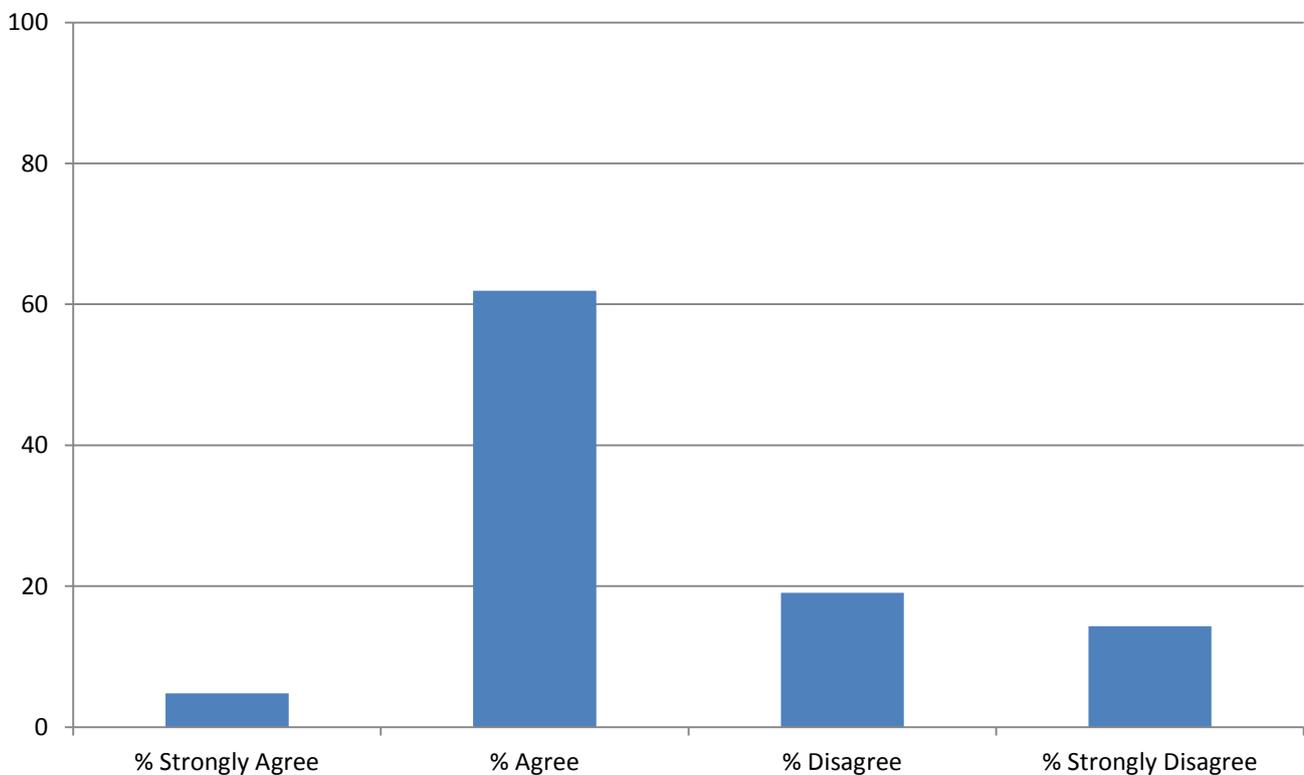


Figure 7: Response to Question 15. The outcomes describe clearly the expected learning for this unit (n=15)

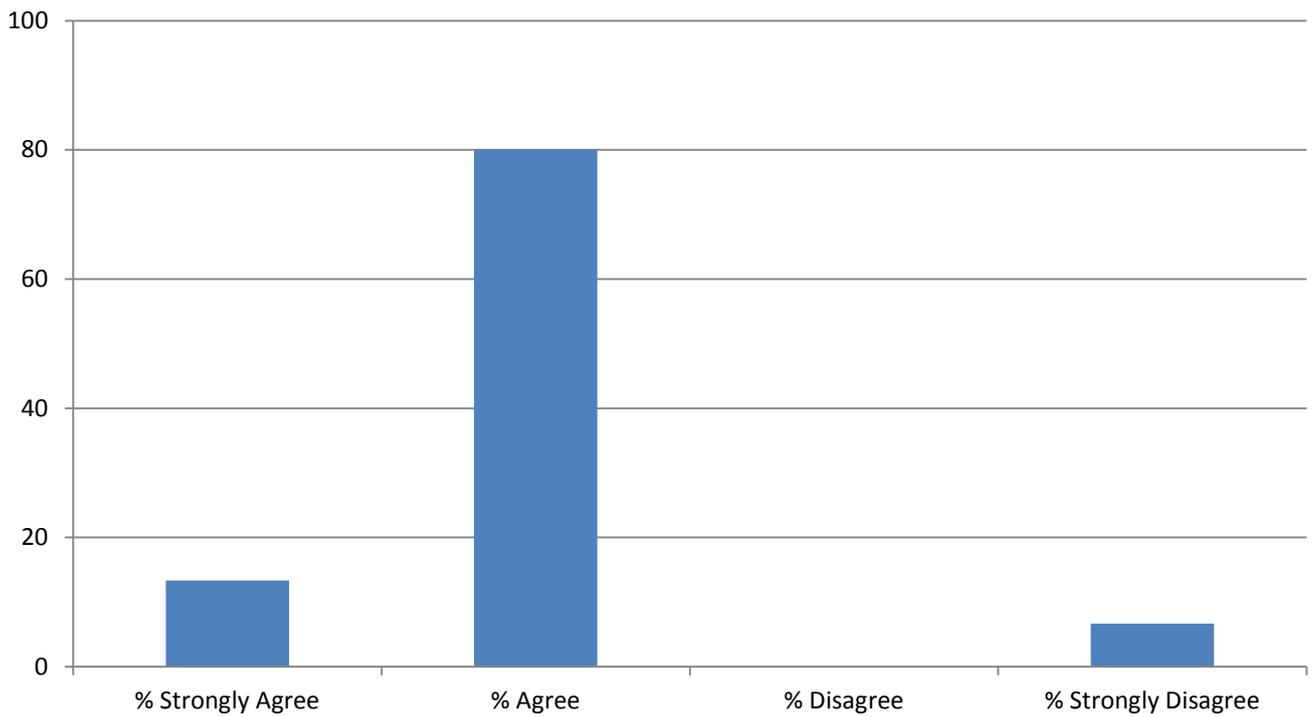


Figure 8: Response to Question 16. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=15)

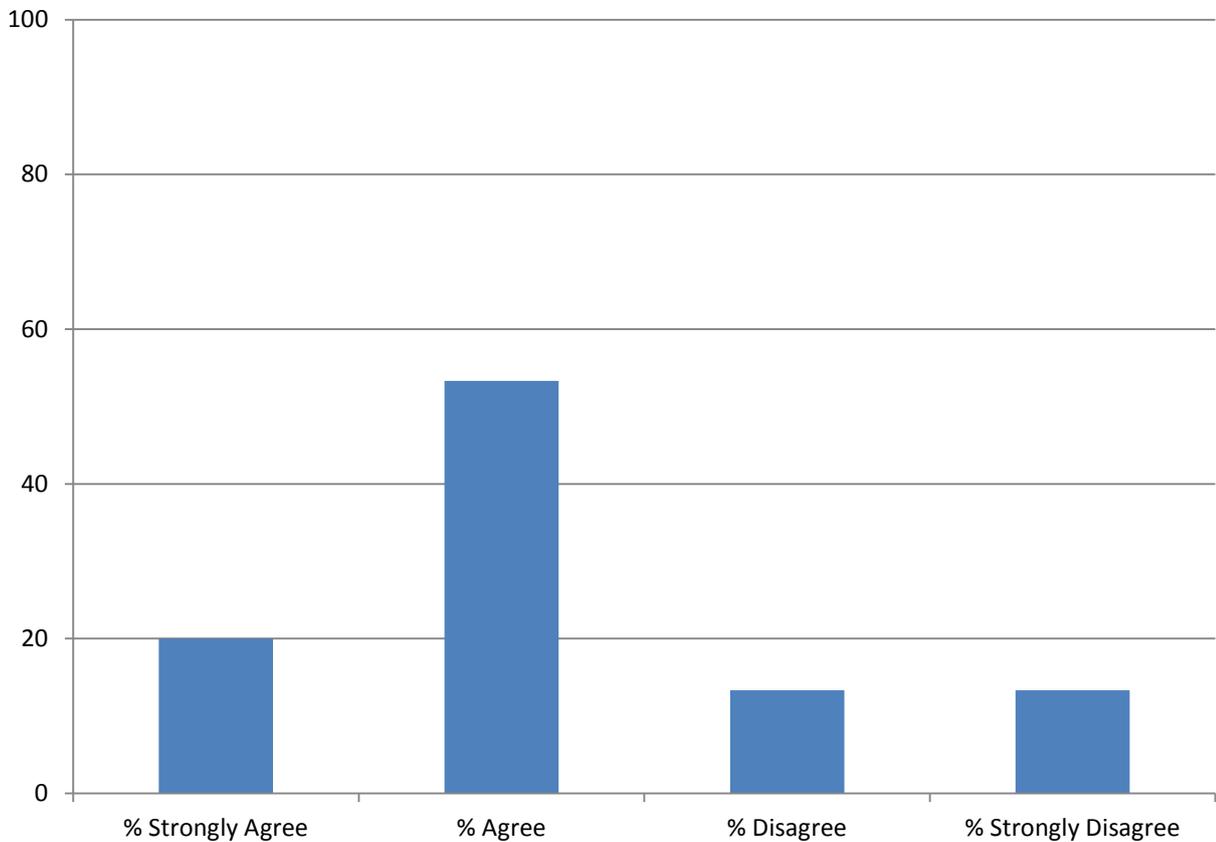


Figure 9: Response to Question 17. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=15)

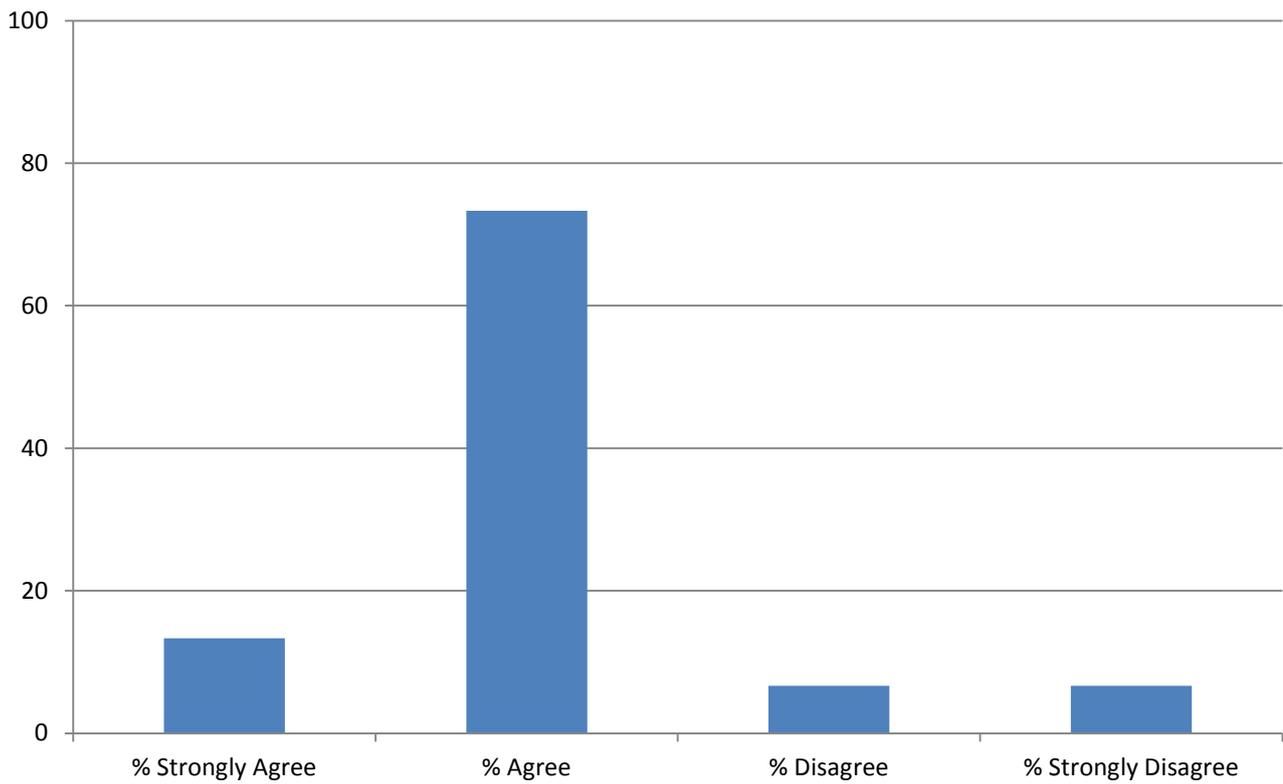


Figure10: Response to Question 18. The content descriptions are specific about what is to be taught (n=15)

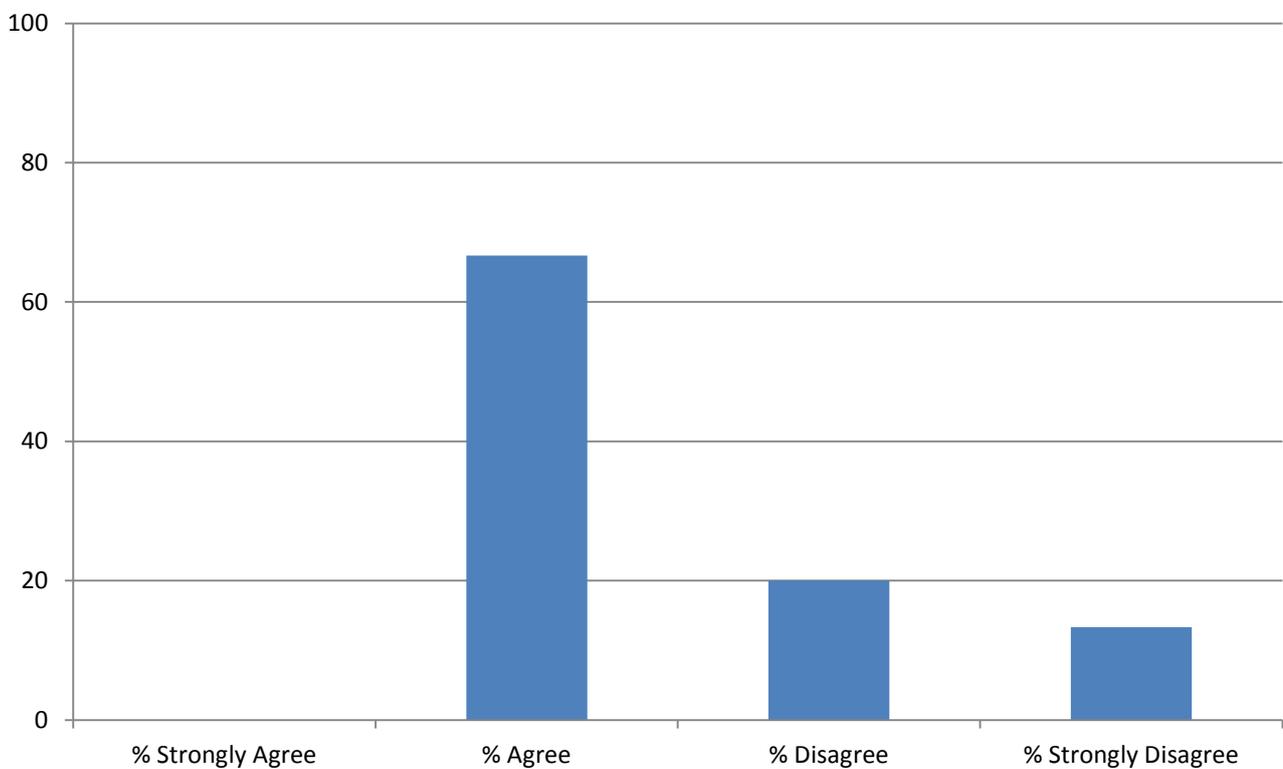


Figure 11: Response to Question 19. Unit 2: The unit description clearly describes the focus and scope for this unit (n= 15)

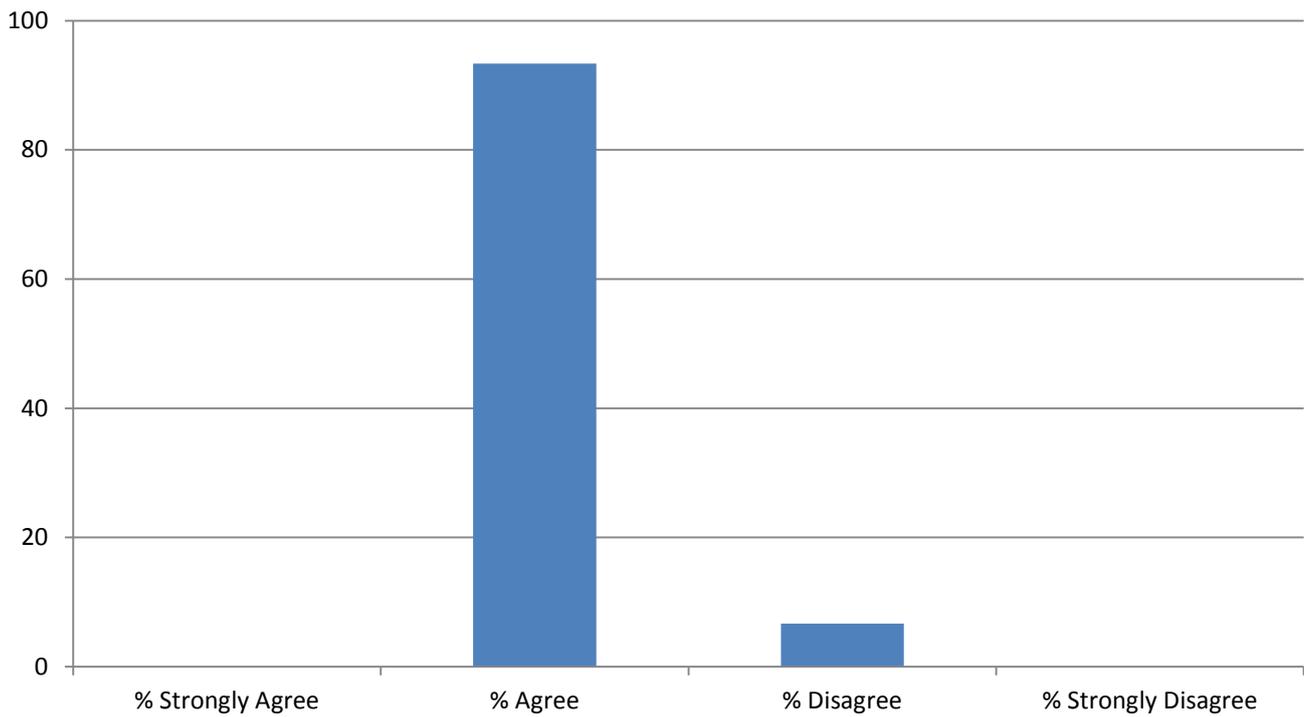


Figure 12: Response to Question 20. Unit 2: The unit outcomes describe clearly the expected learning for this unit (n=15)

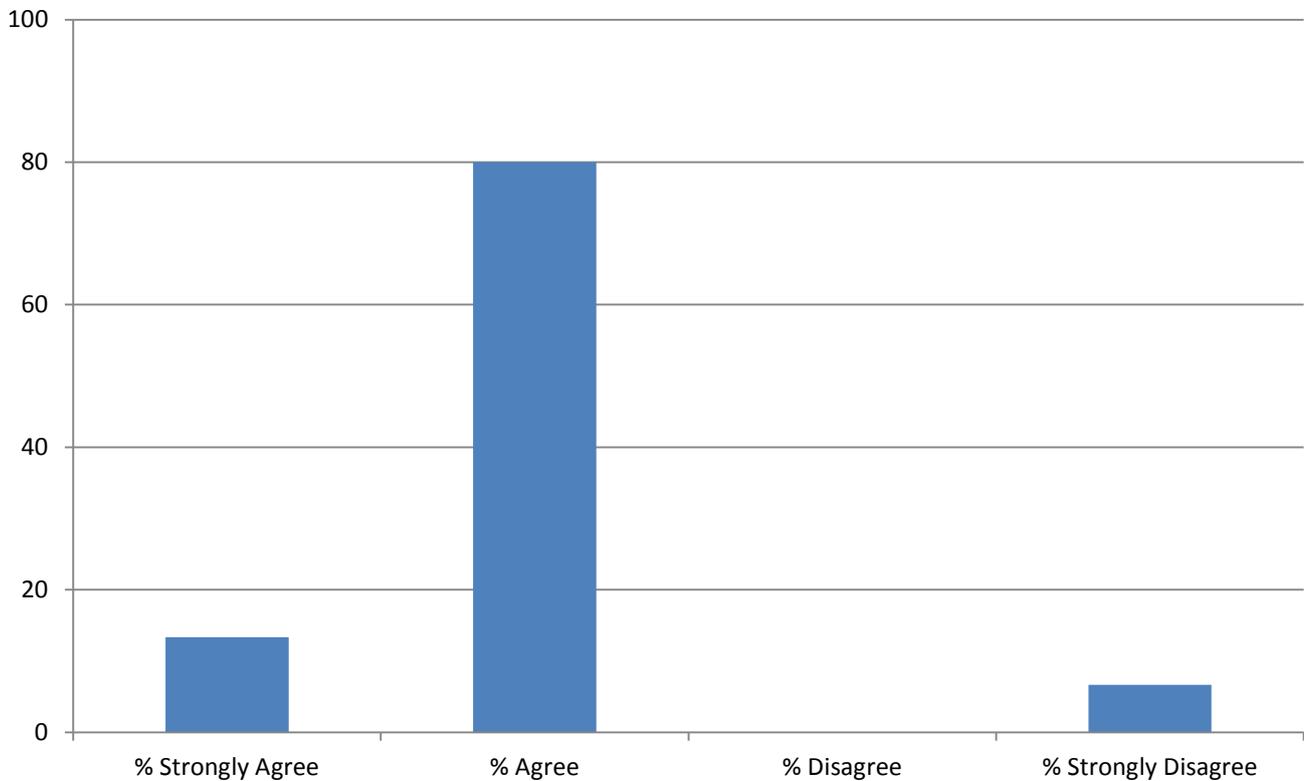


Figure 13: Response to Question 21. Unit 2: The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=15)

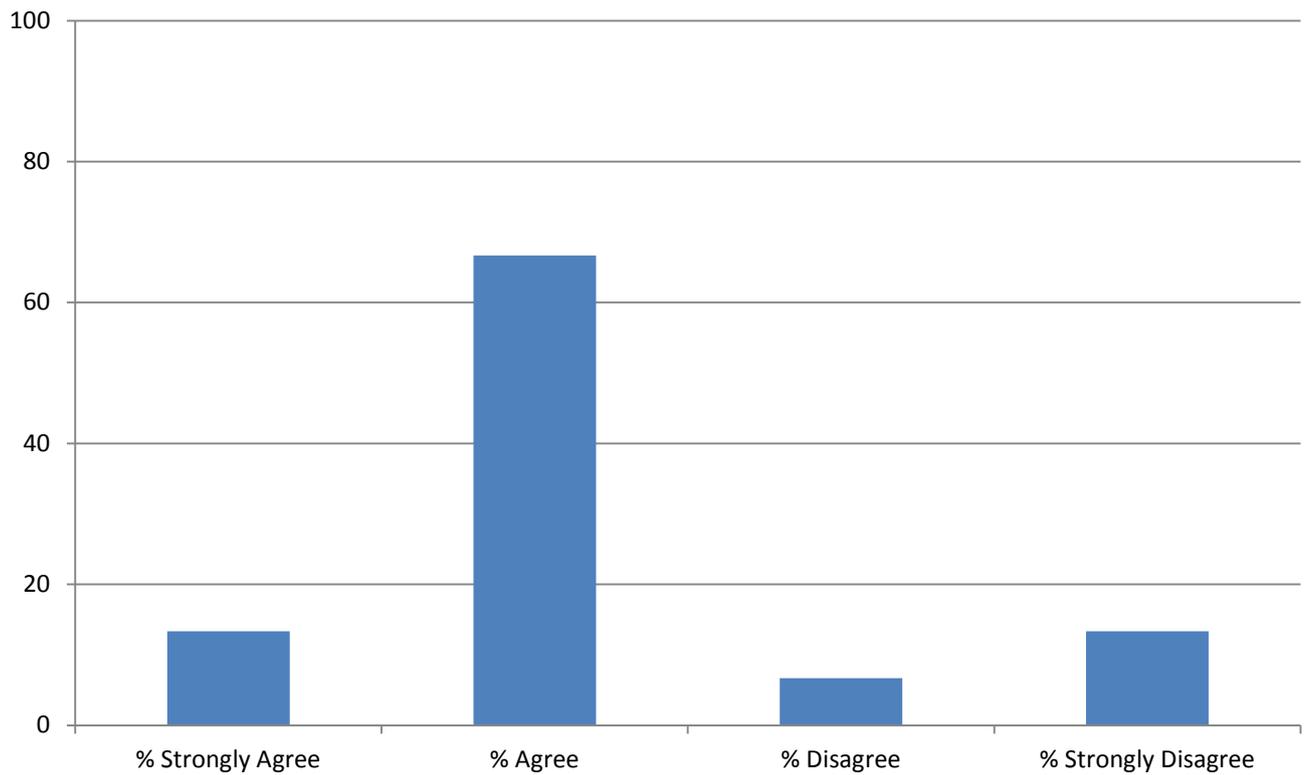


Figure 14: Response to Question 22. Unit 2: The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=15)

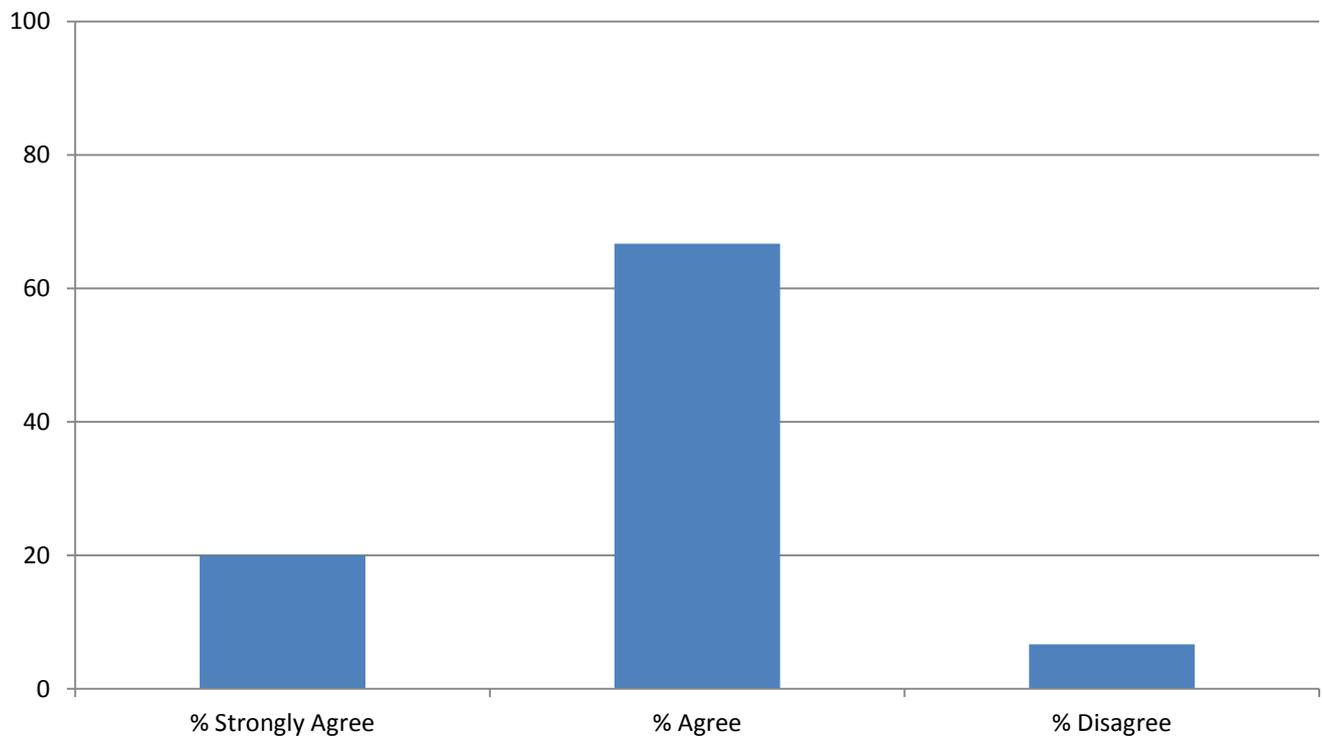


Figure 15: Response to Question 23. The content descriptions are specific about what is to be taught (n=15)

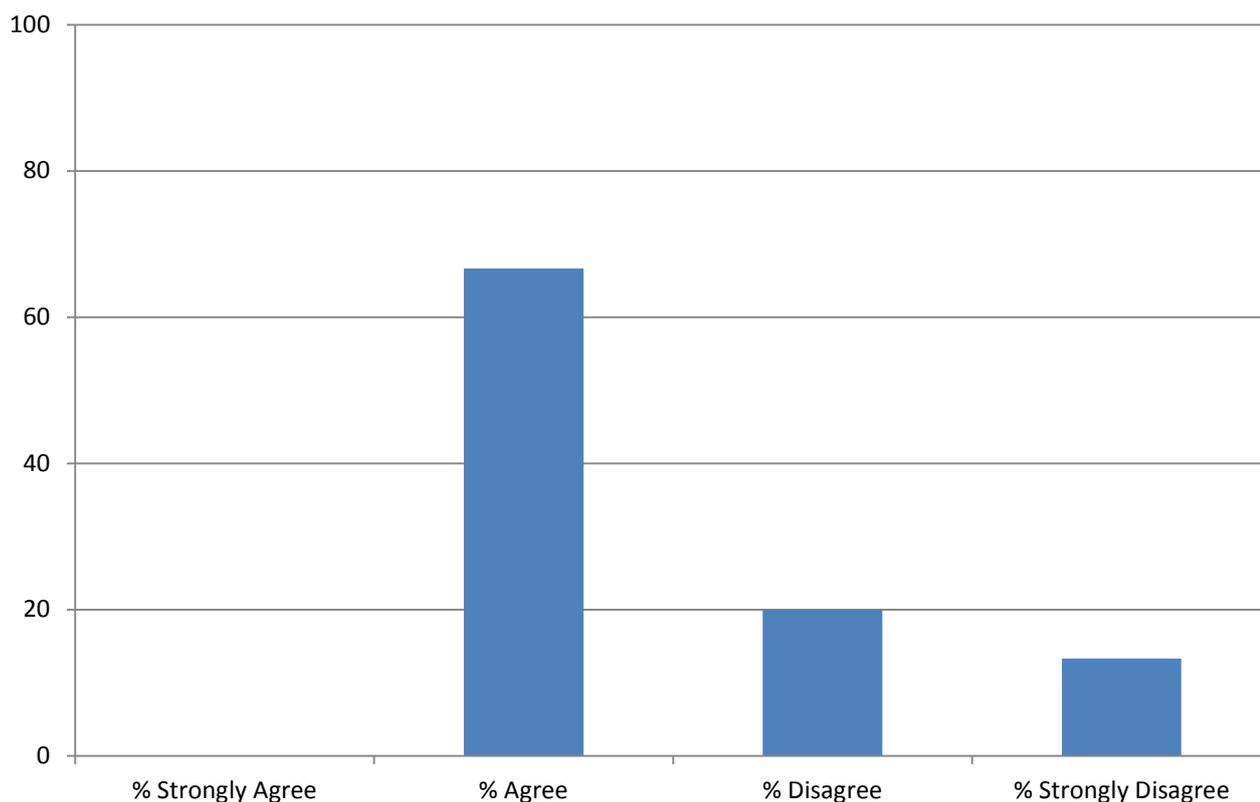


Figure 16: Response to Question 24. AS Units 1 and 2: There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=15)

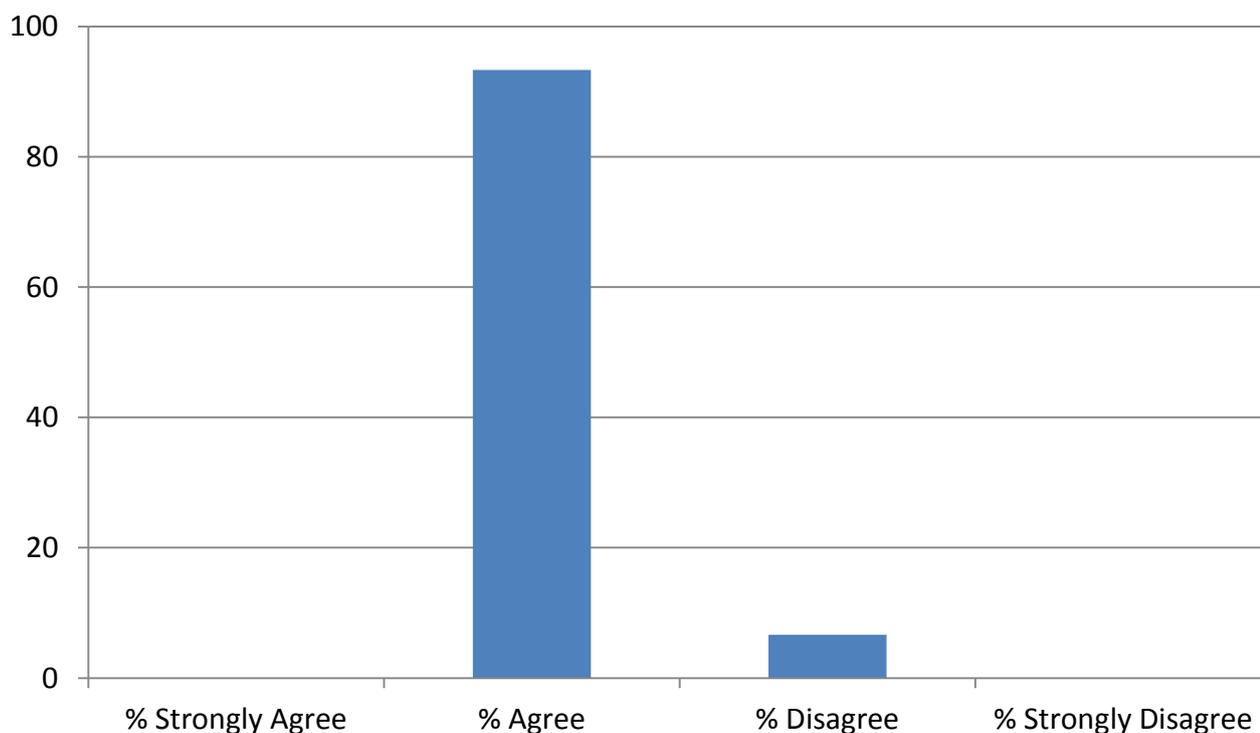


Figure 17: Response to Question 25. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=15)

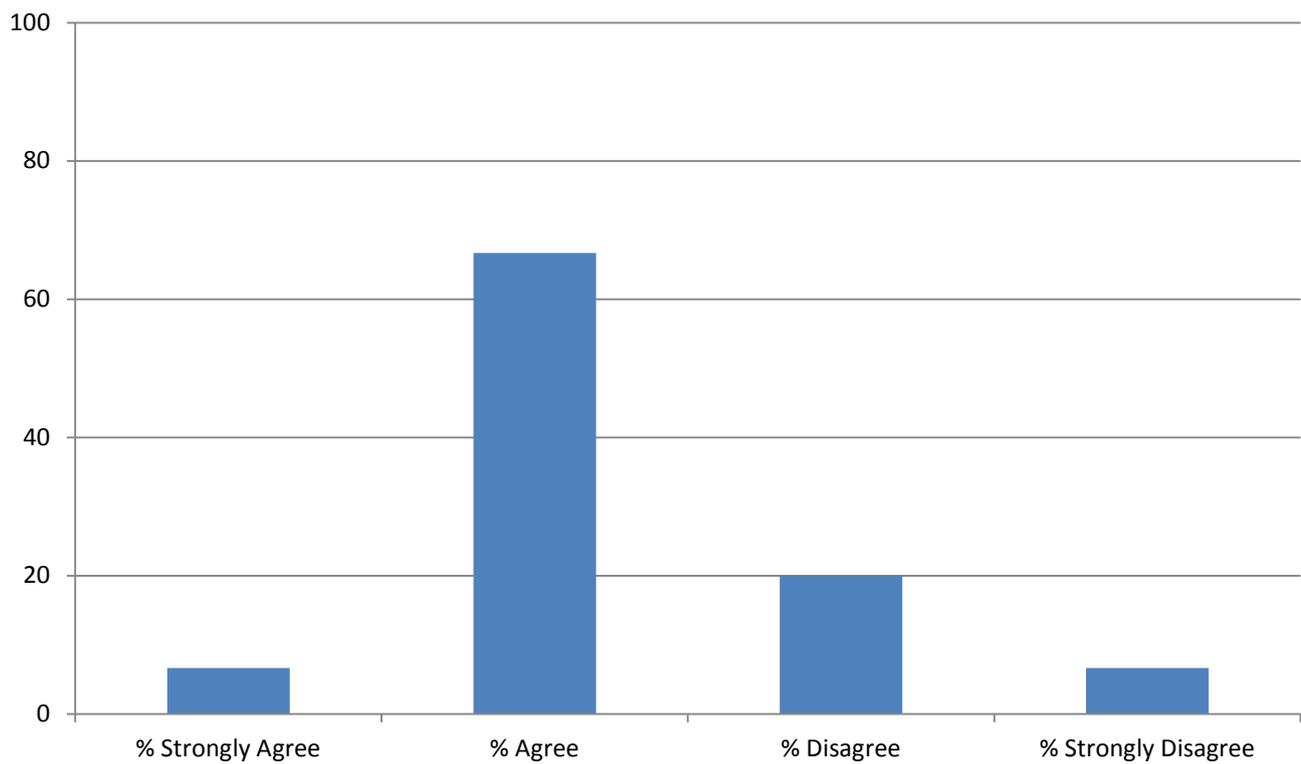


Figure 18: Response to Question 26. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=15)

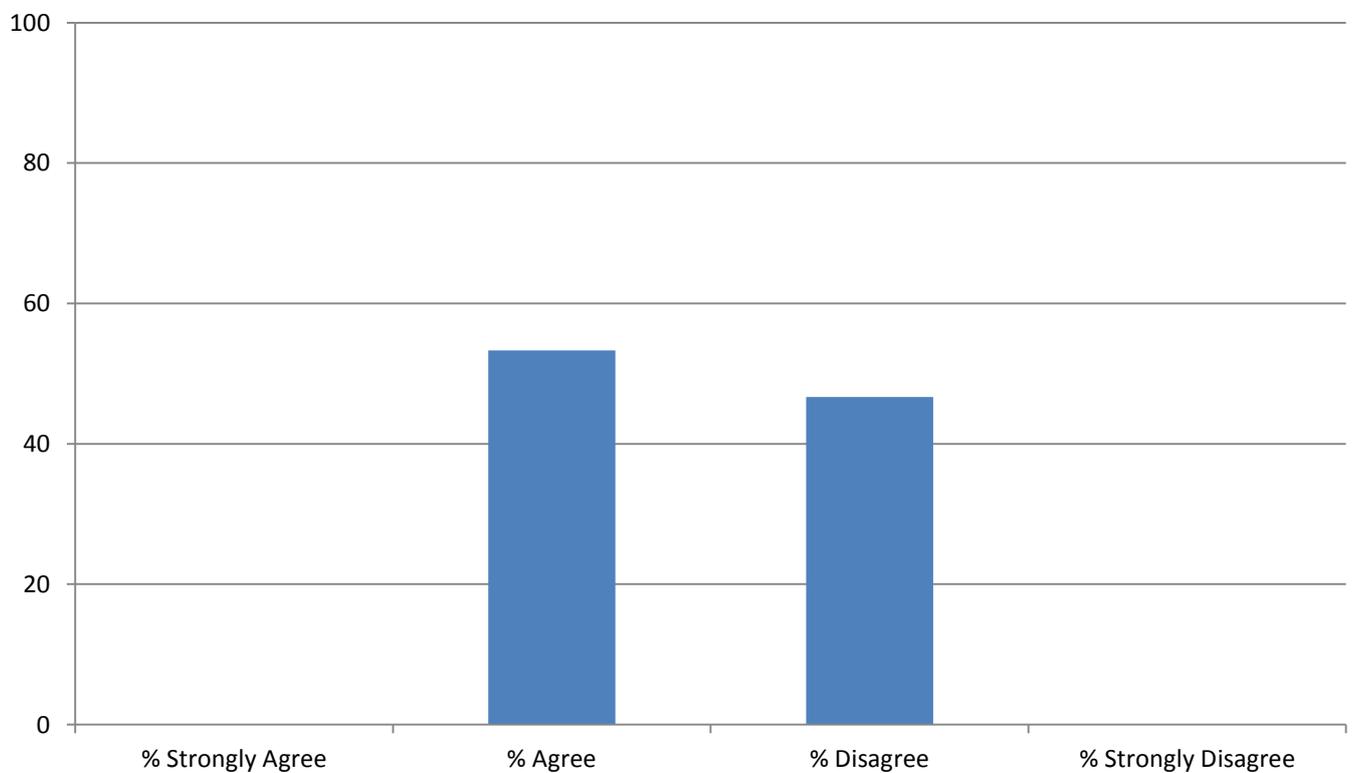


Figure 19: Response to Question 27. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=15)

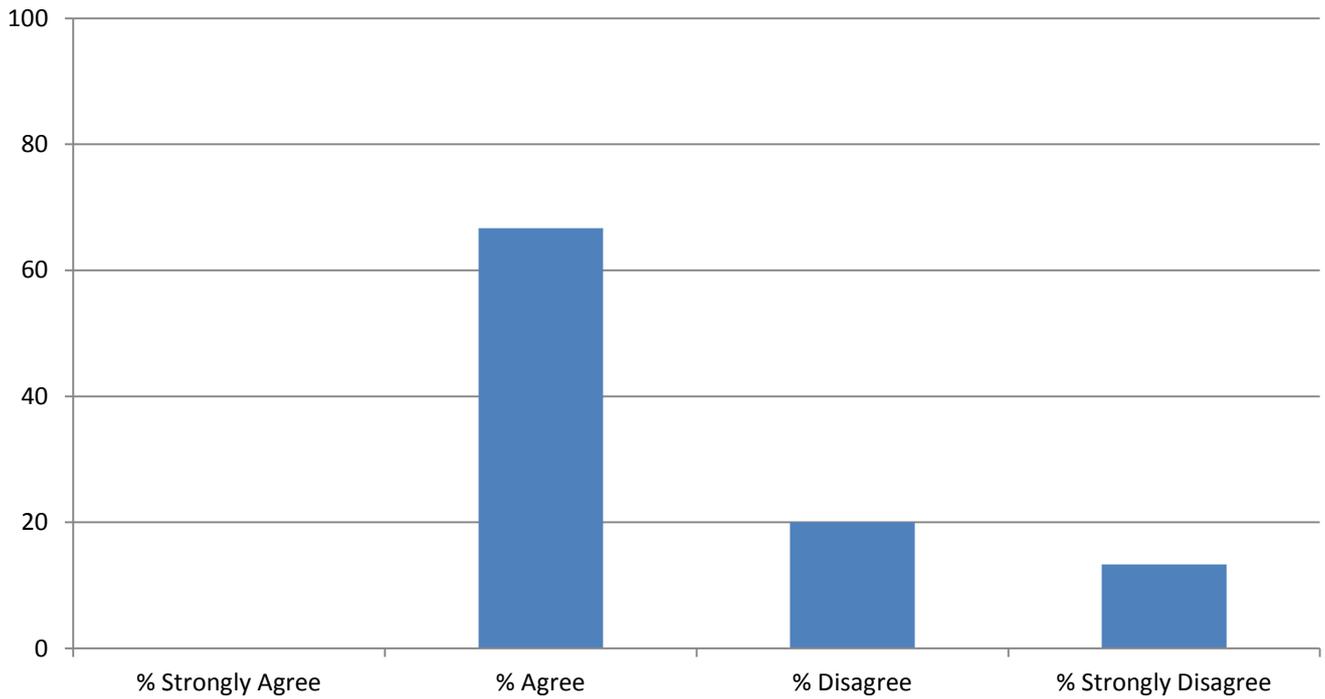


Figure 20: Response to Question 28. Unit 3: The unit description clearly describes the focus and scope for this unit (n=14)

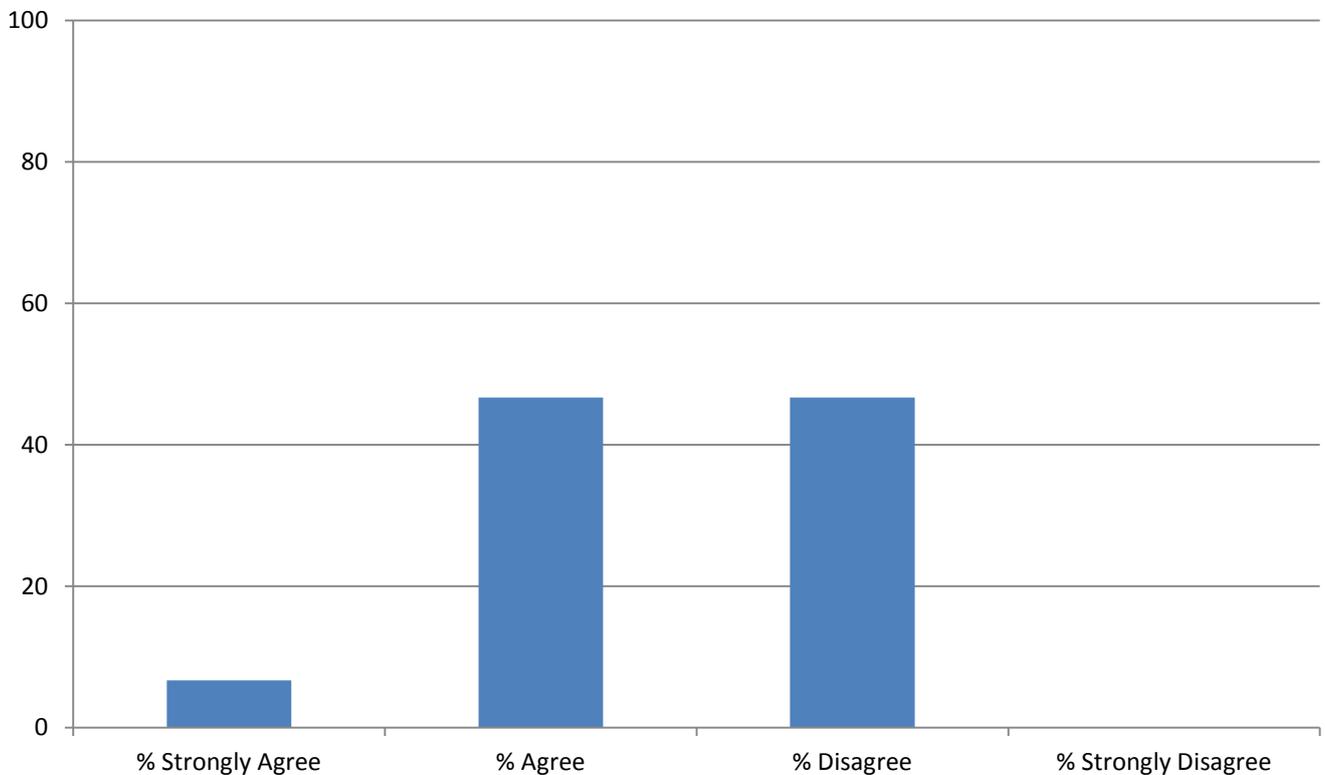


Figure 21: Response to Question 29. Unit 3: The unit outcomes describe clearly the expected learning for this unit (n=14)

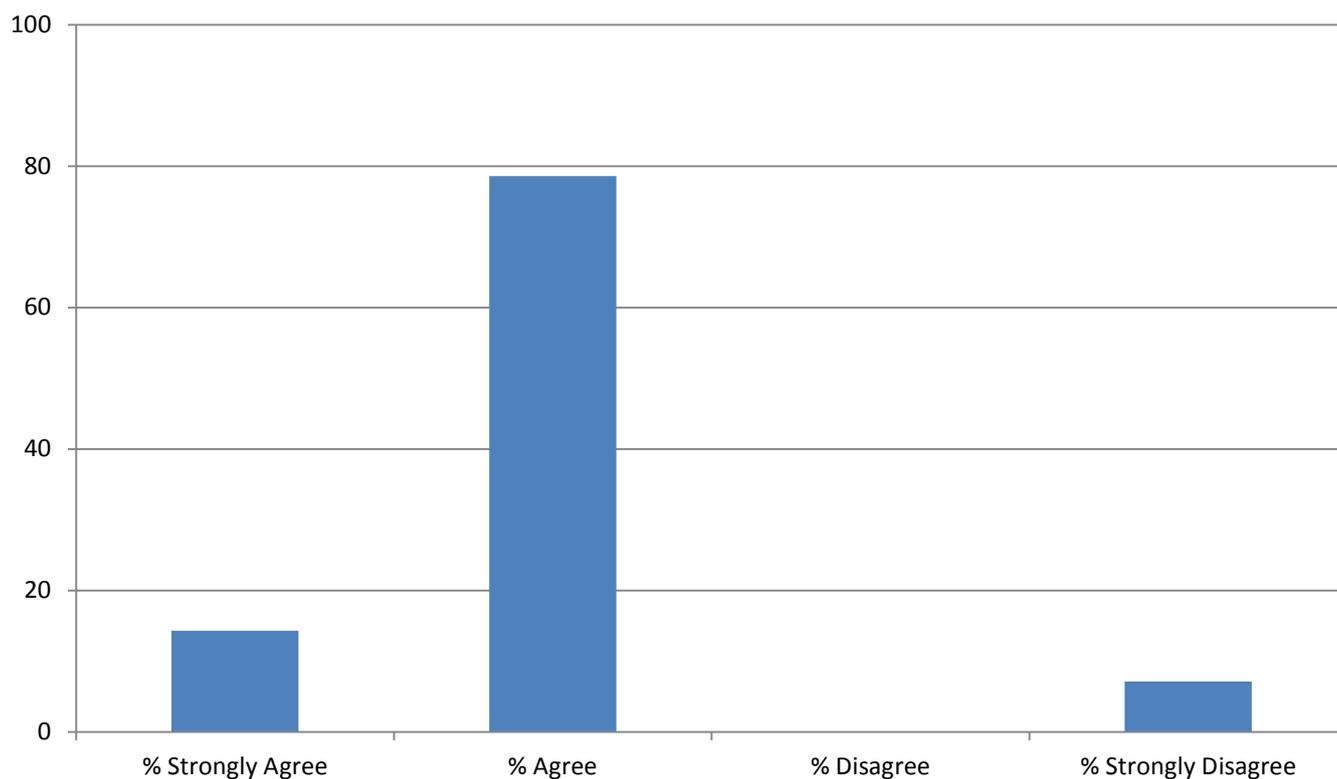


Figure 22: Response to Question 30. Unit 3: The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=14)

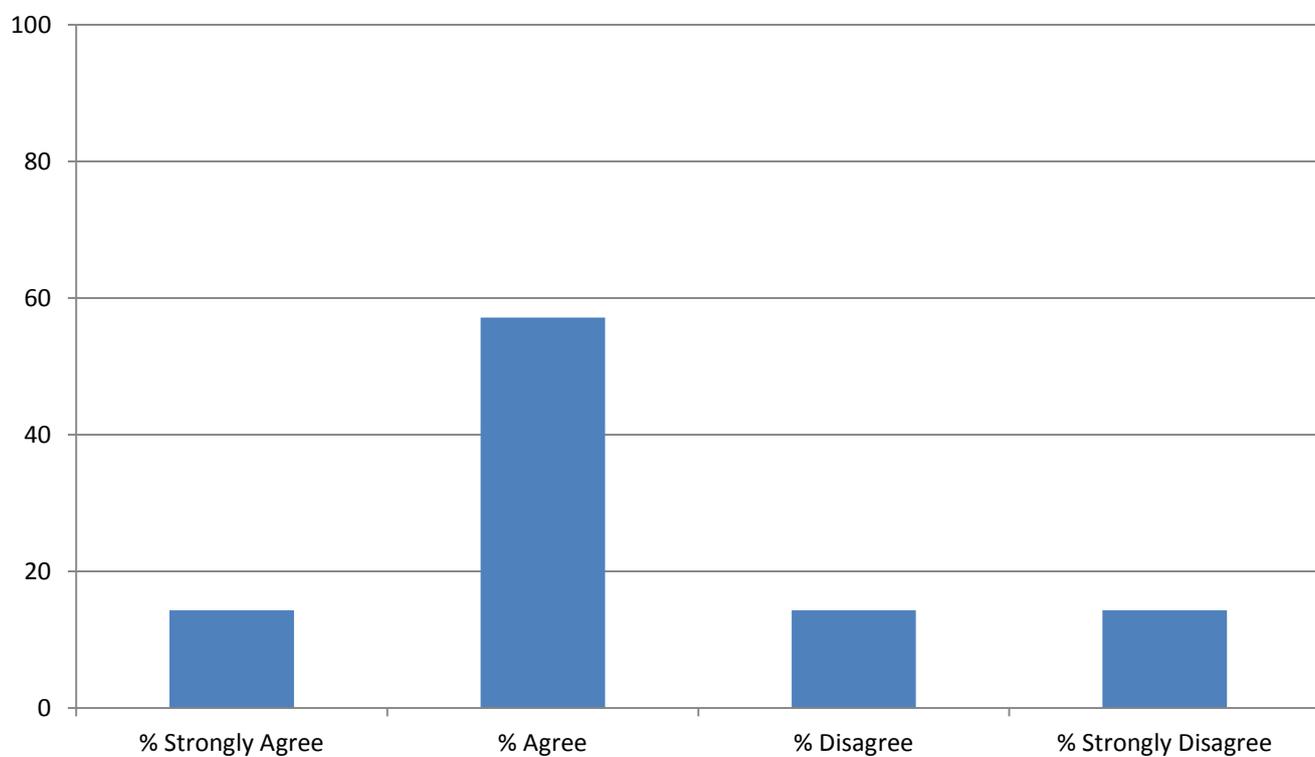


Figure 23: Response to Question 31. Unit 3: The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=13)

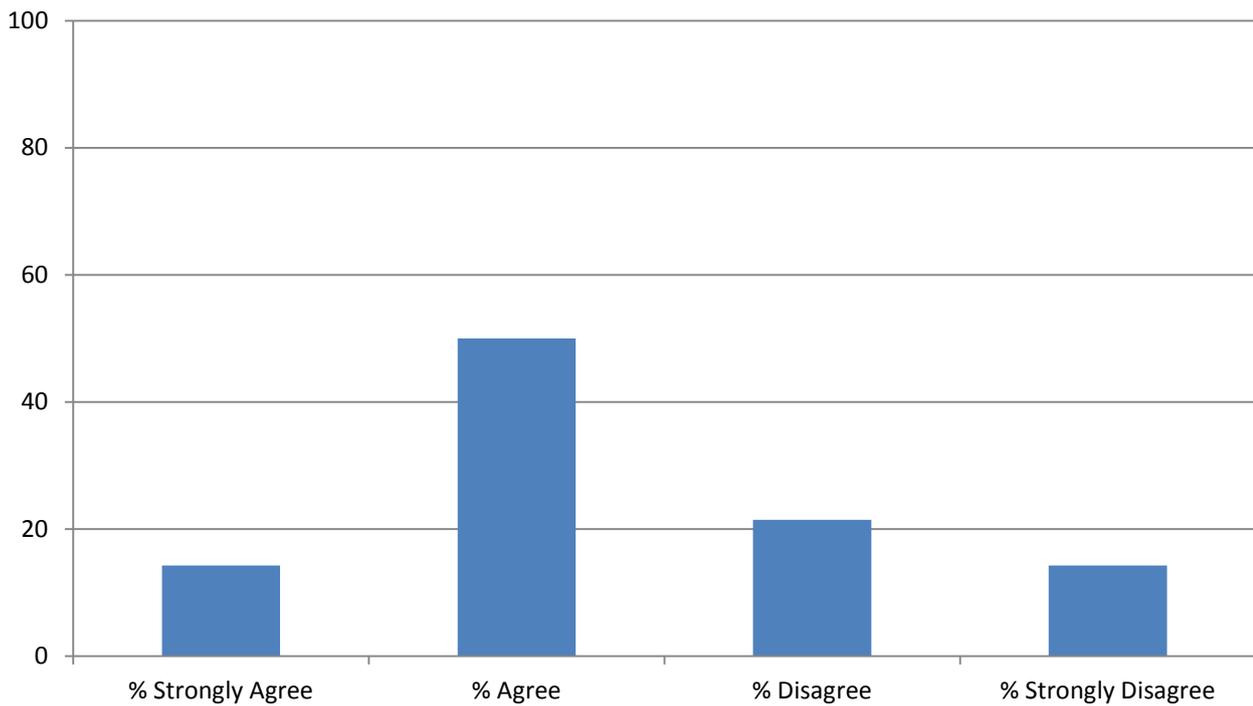


Figure 24: Response to Question 32. The content descriptions are specific about what is to be taught (n=13)

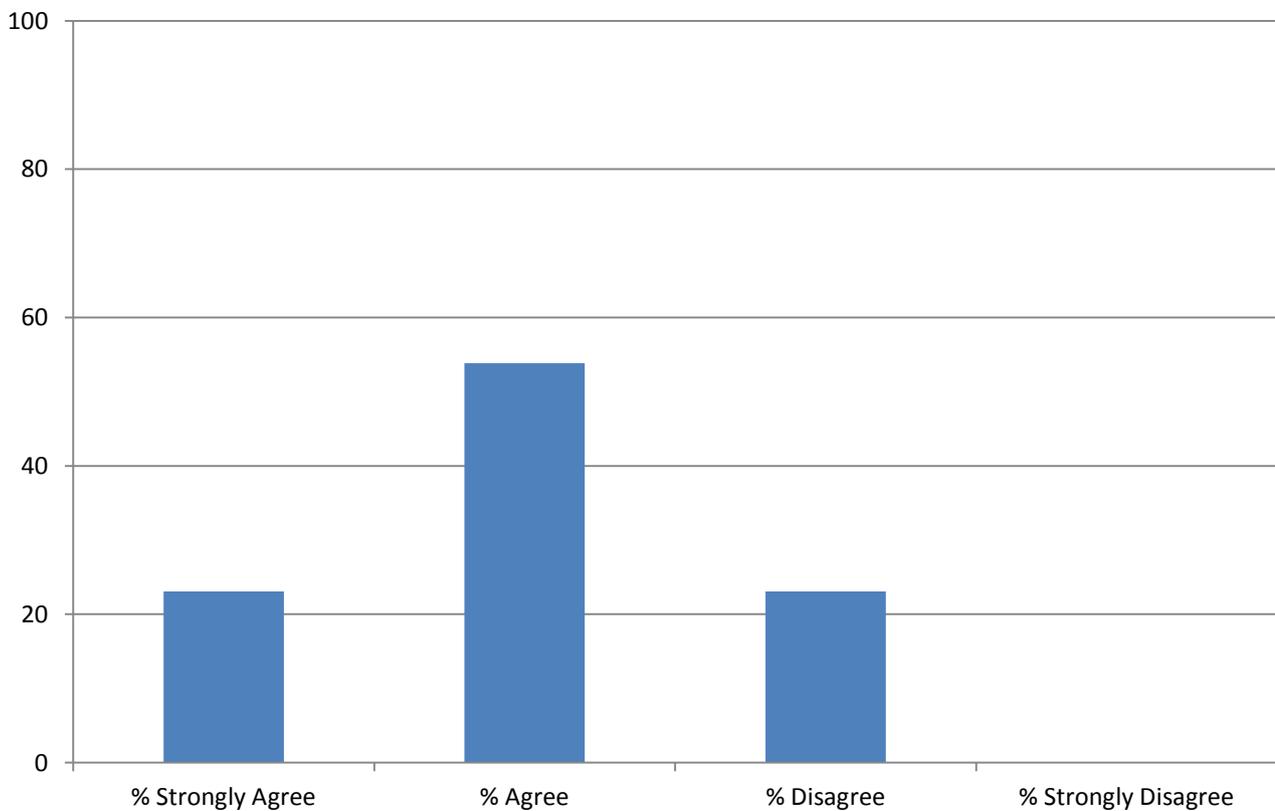


Figure 25: Response to Question 33. Unit 4: The unit description clearly describes the focus and scope for this unit (n=14)

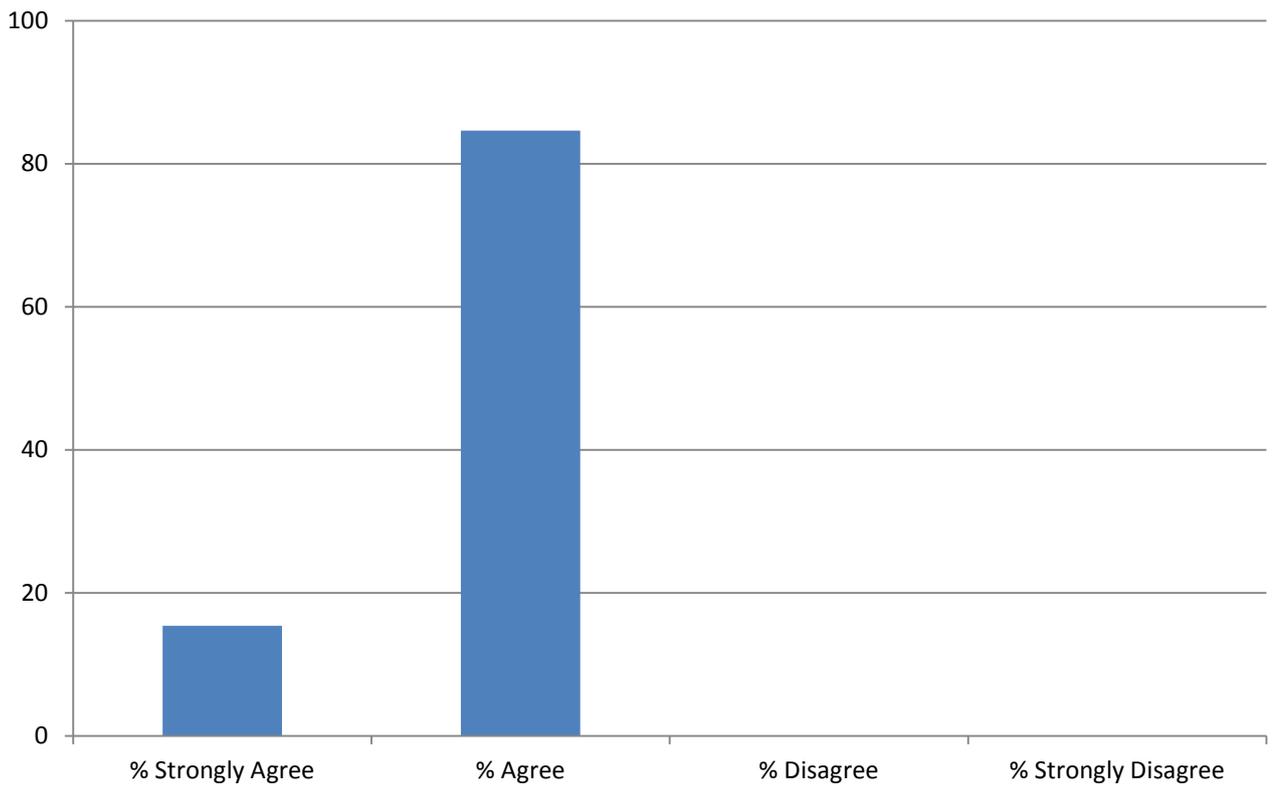


Figure 26: Response to Question 34. Unit 4: The unit outcomes describe clearly the expected learning for this unit (n=14)

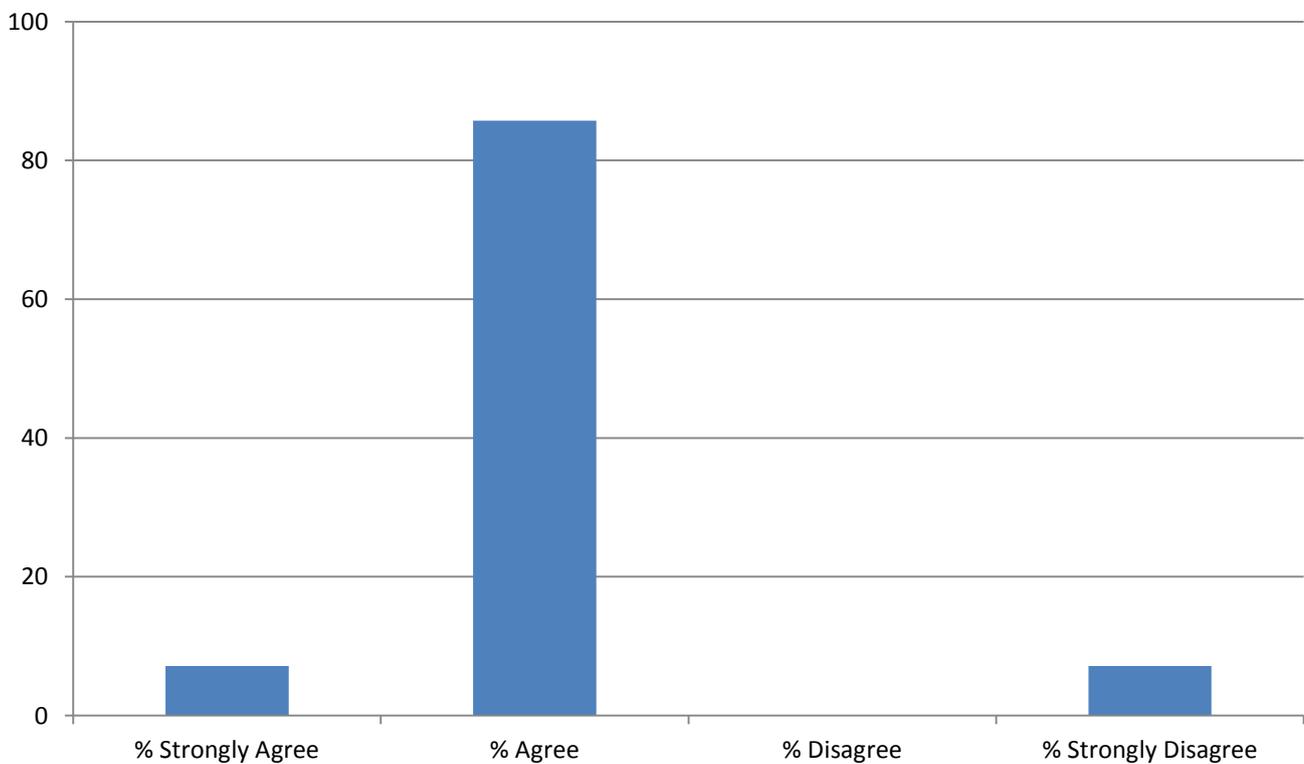


Figure 27: Response to Question 35. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=14)

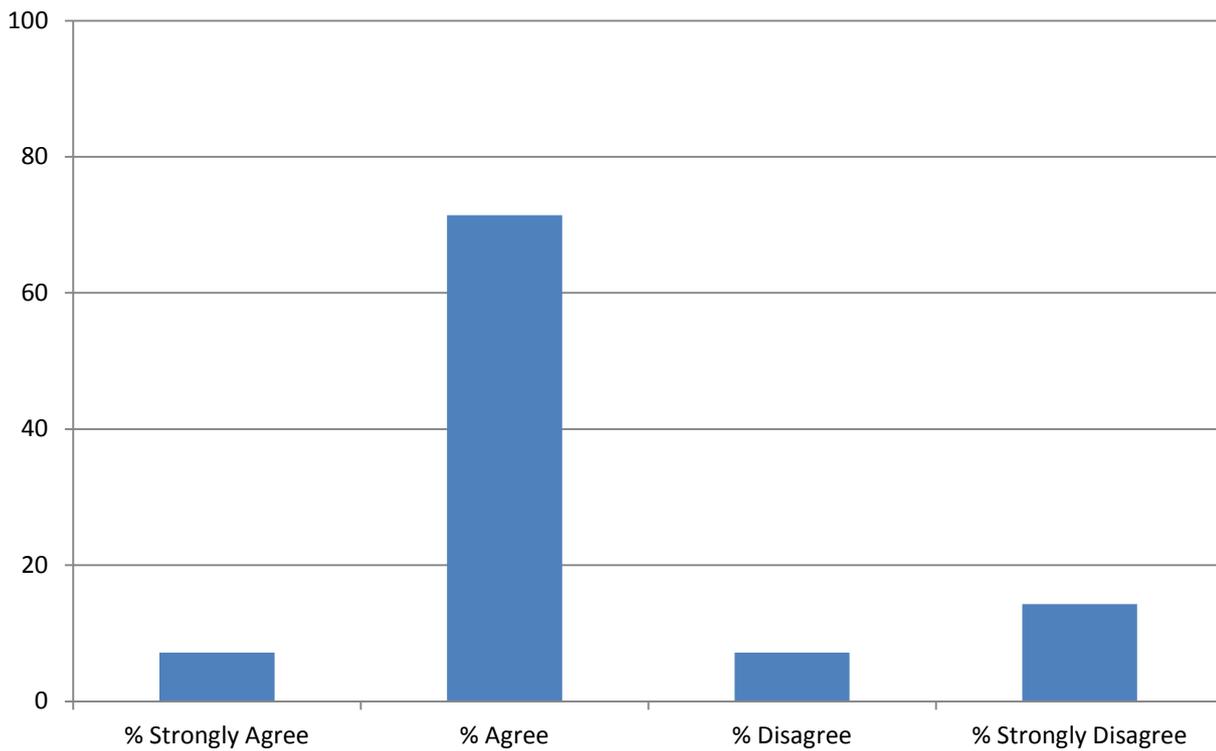


Figure 28: Response to Question 36. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=14)

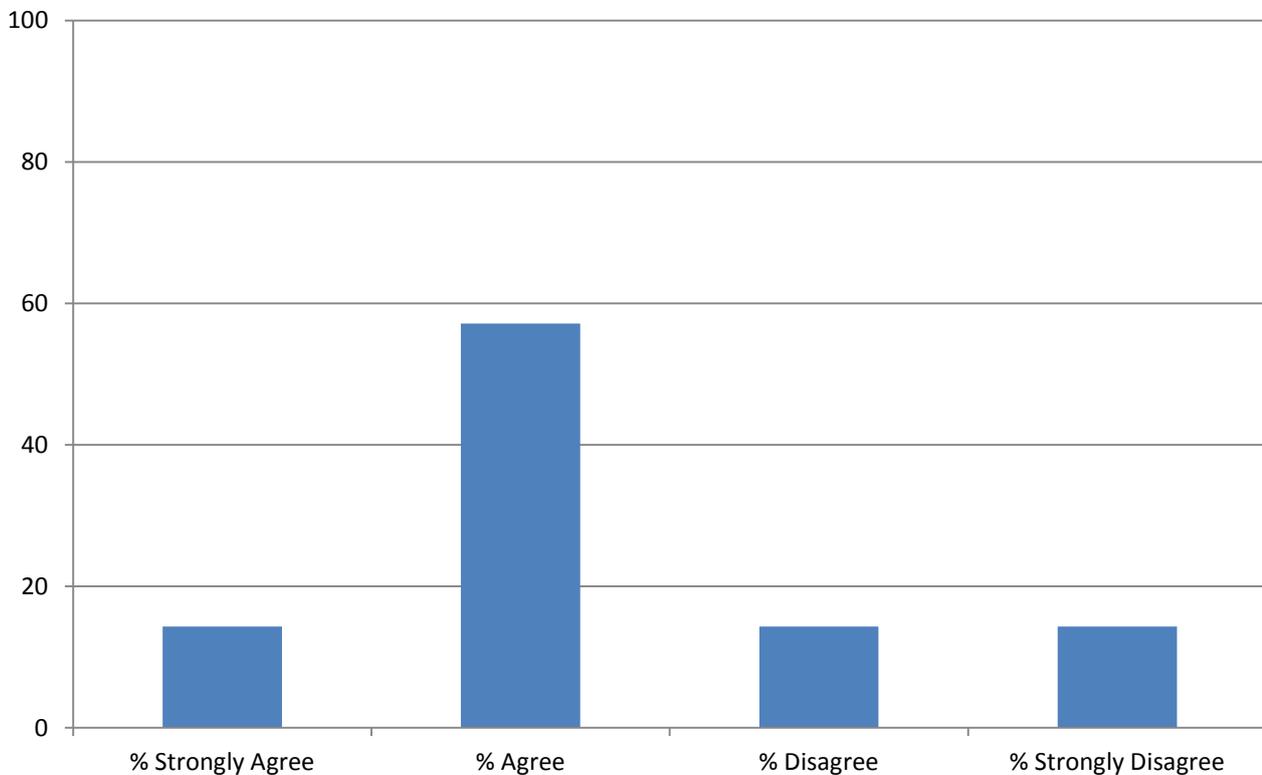


Figure 29: Response to Question 37. The content descriptions are specific about what is to be taught (n=13)

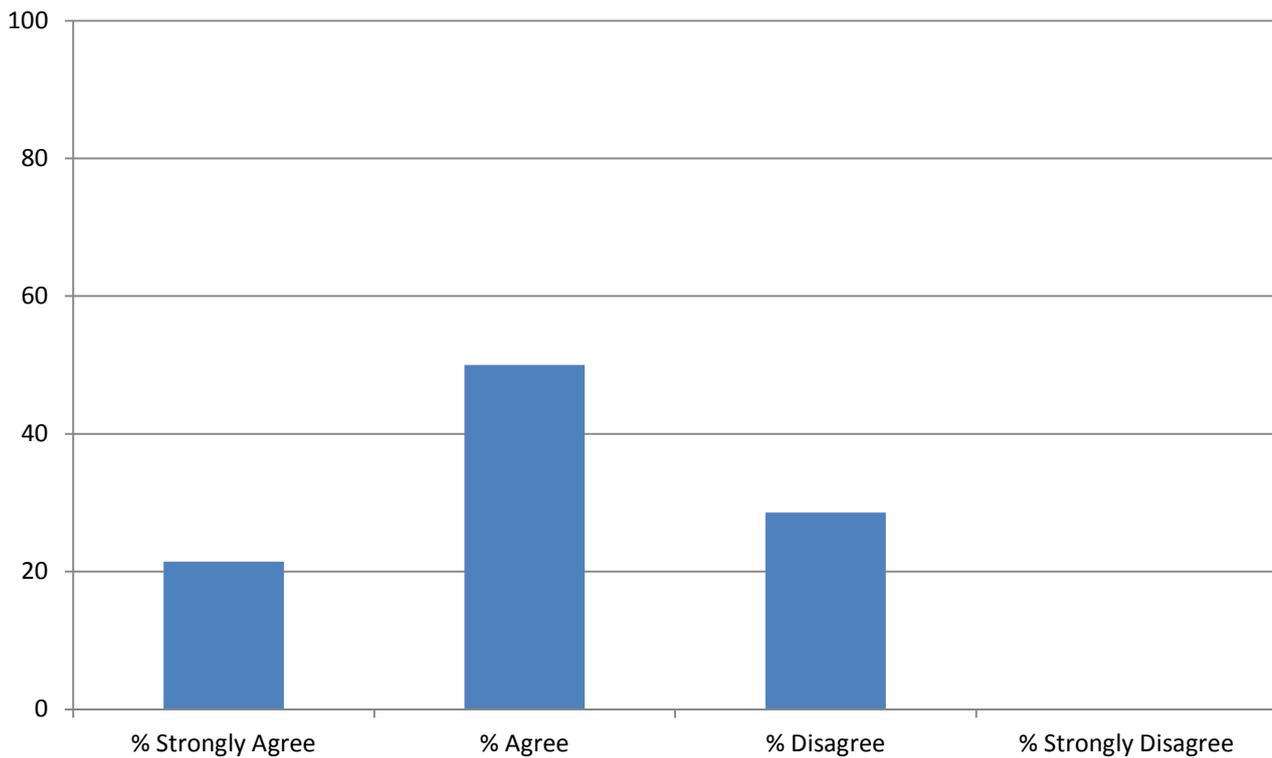


Figure 30: Response to question 38. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=11)

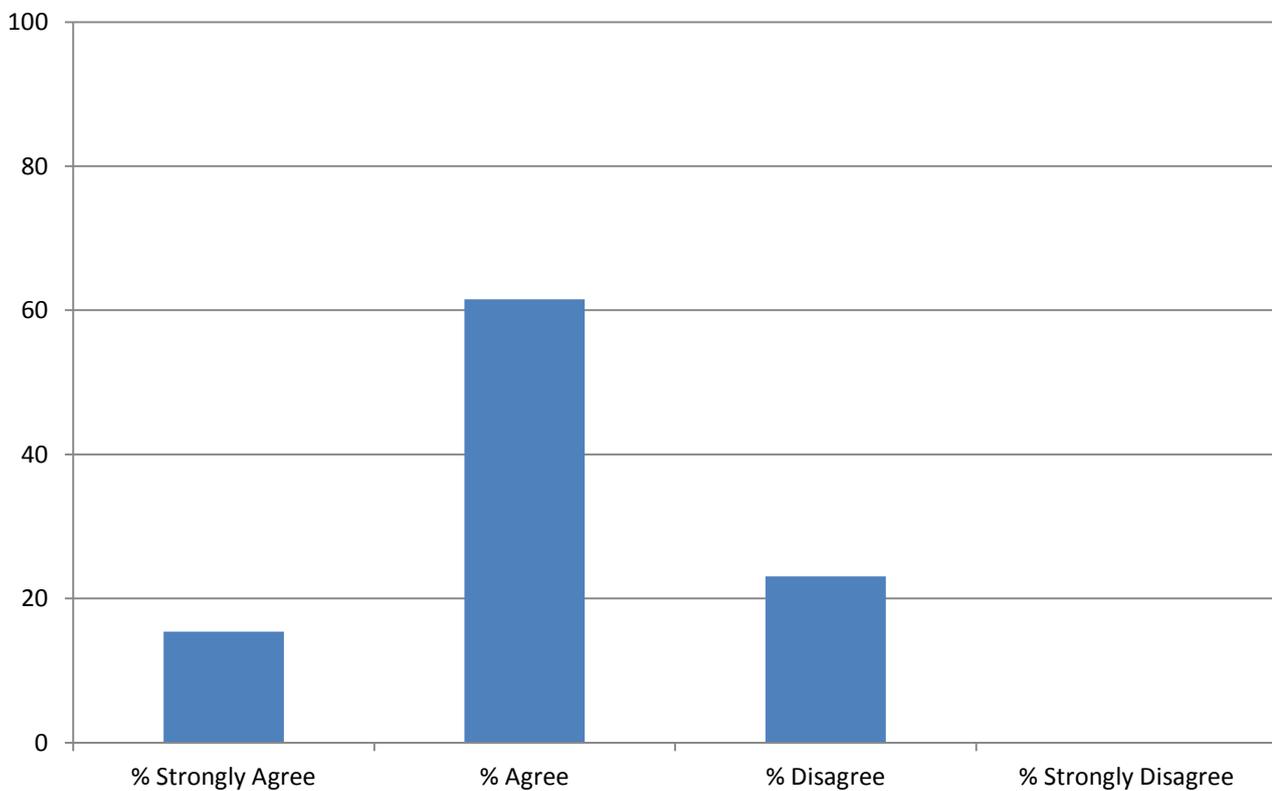


Figure 31: Response to question 39. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=11)

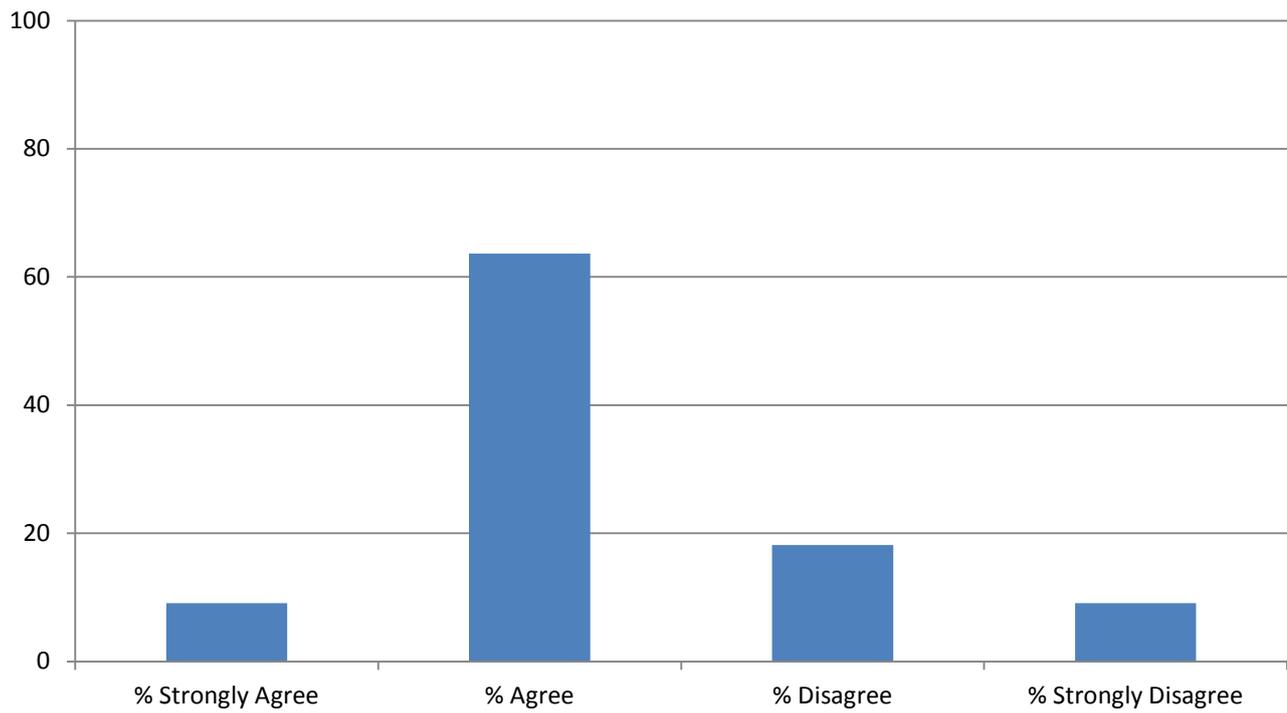


Figure 32: Response to question 40. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=11)

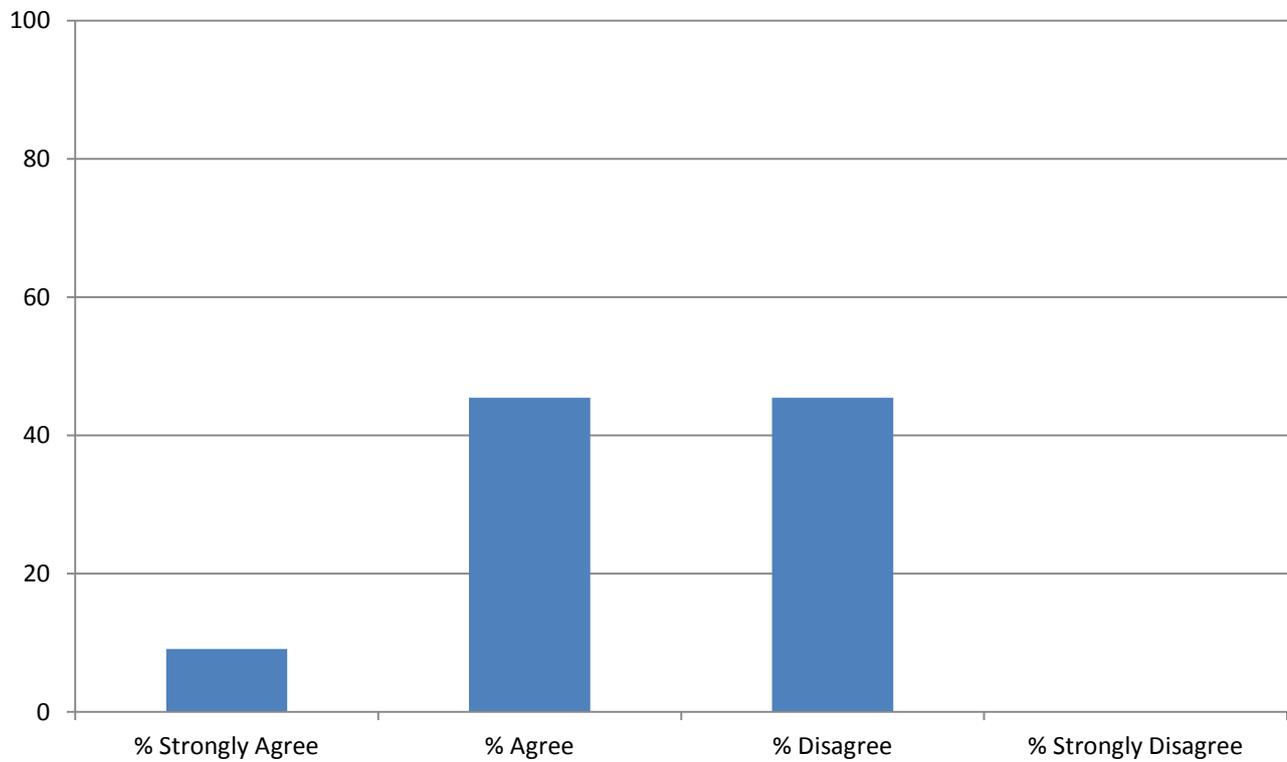


Figure 33: Response to question 41. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=11)

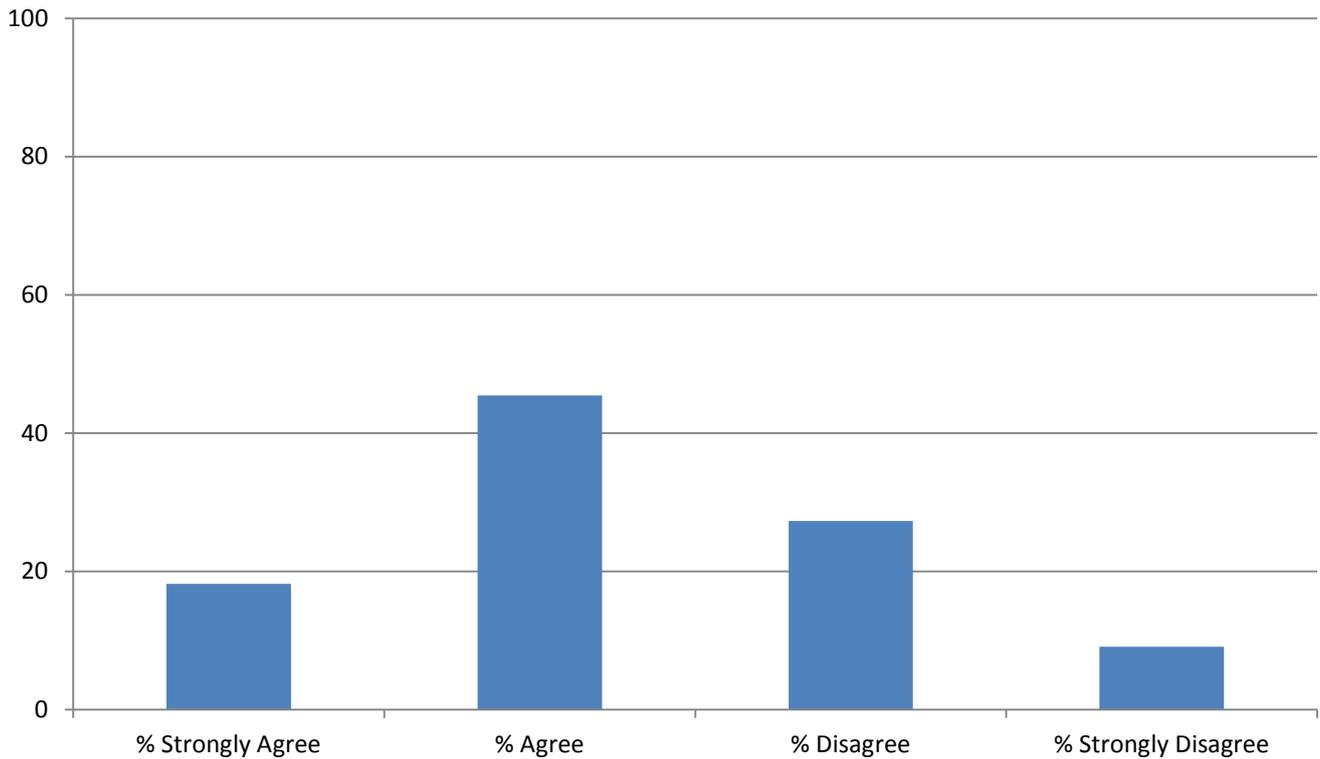


Figure 33: Response to question 42. Bridging Unit 1: The unit description describes the focus and scope for this unit (n=5)

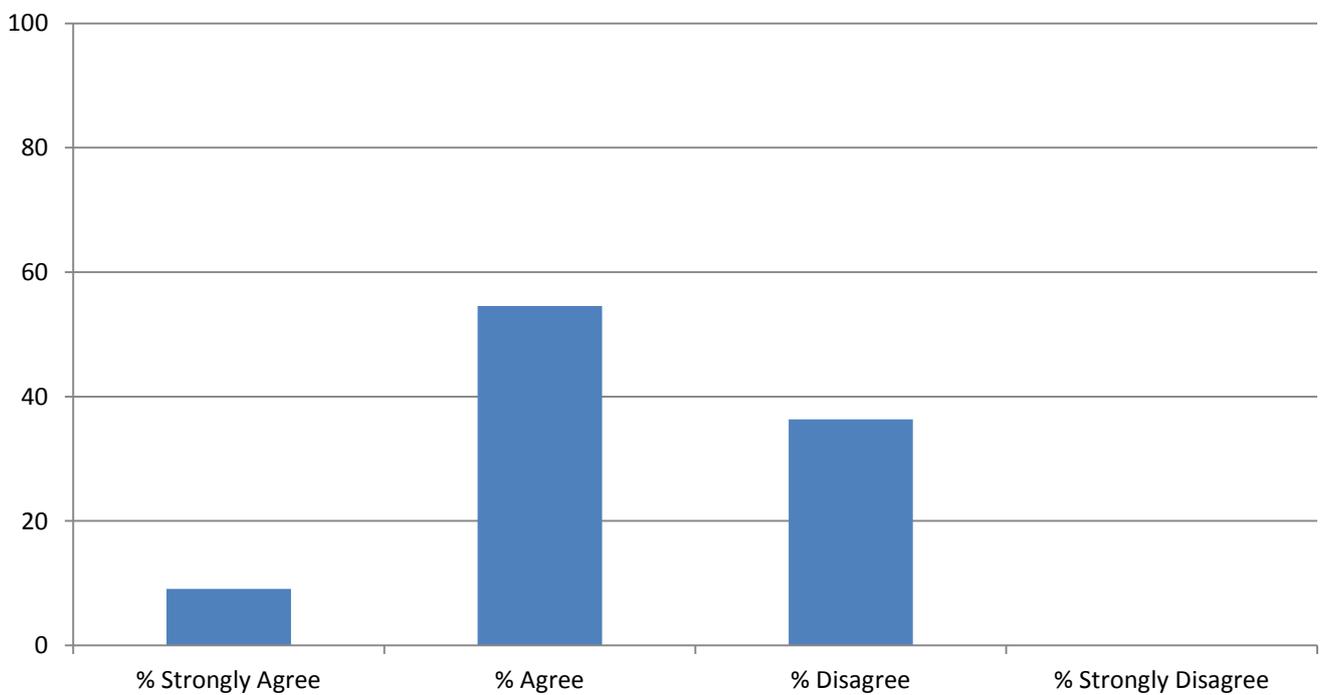


Figure 33: Response to question 43. The outcomes describe clearly the expected learning for this unit (n=5)

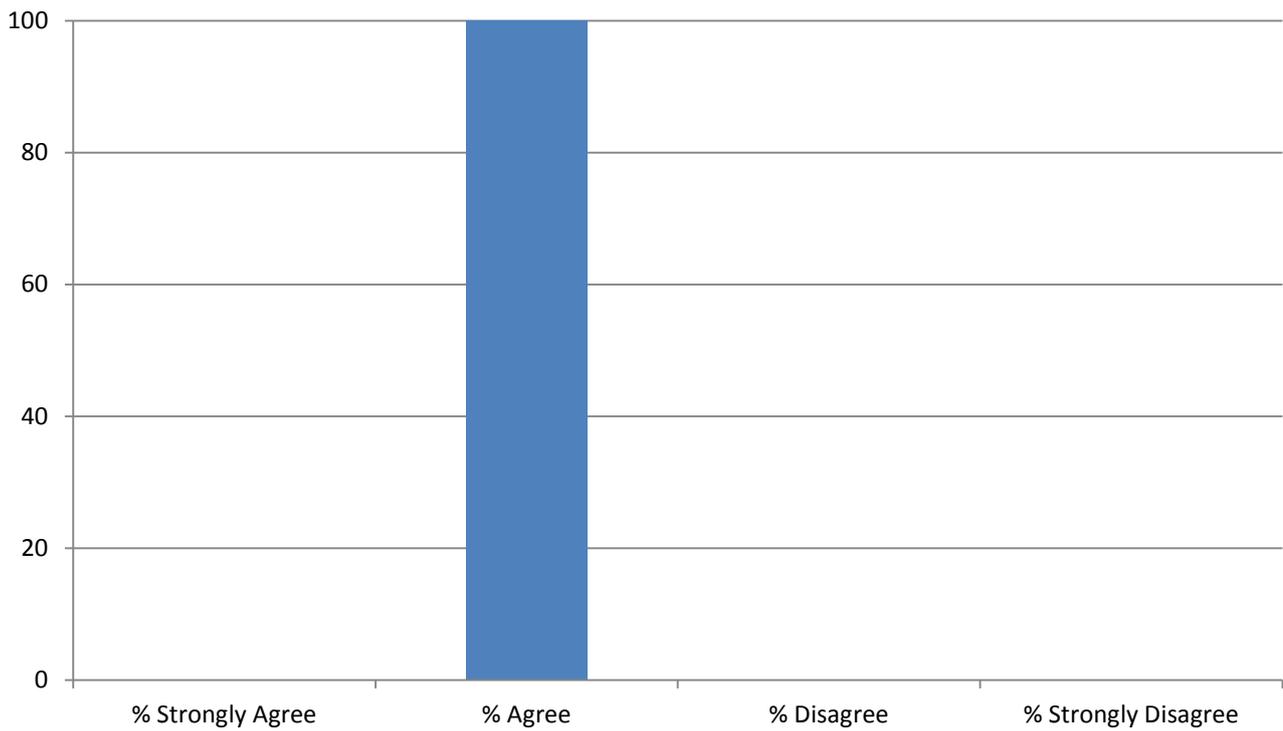


Figure 34: Response to question 44. The unit contains an appropriate amount of content ie can be taught within 50-60 hours (n=5)

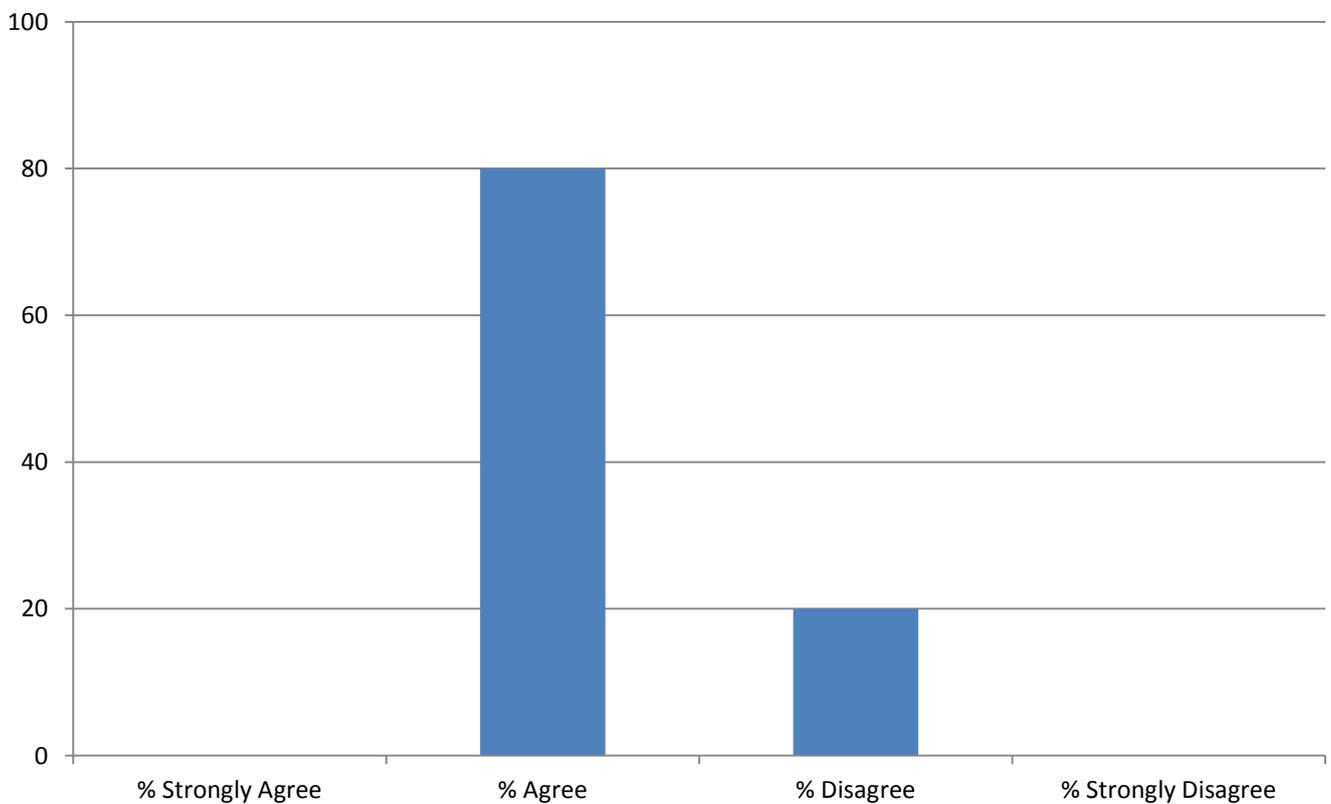


Figure 35: Response to question 45. The content descriptions describe clearly what is to be taught (n=5)

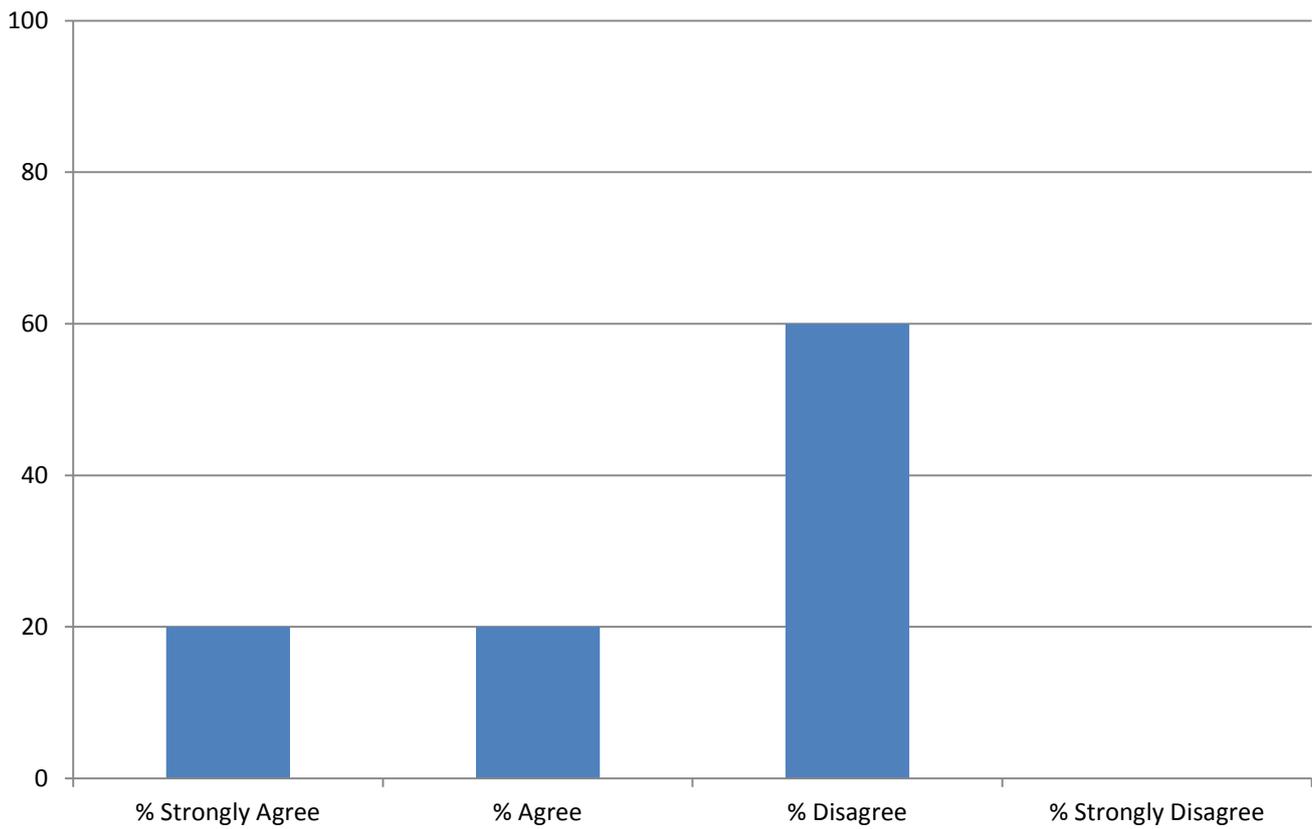


Figure 36: Response to question 46. The content descriptions are written with an appropriate level of specificity (n=5)

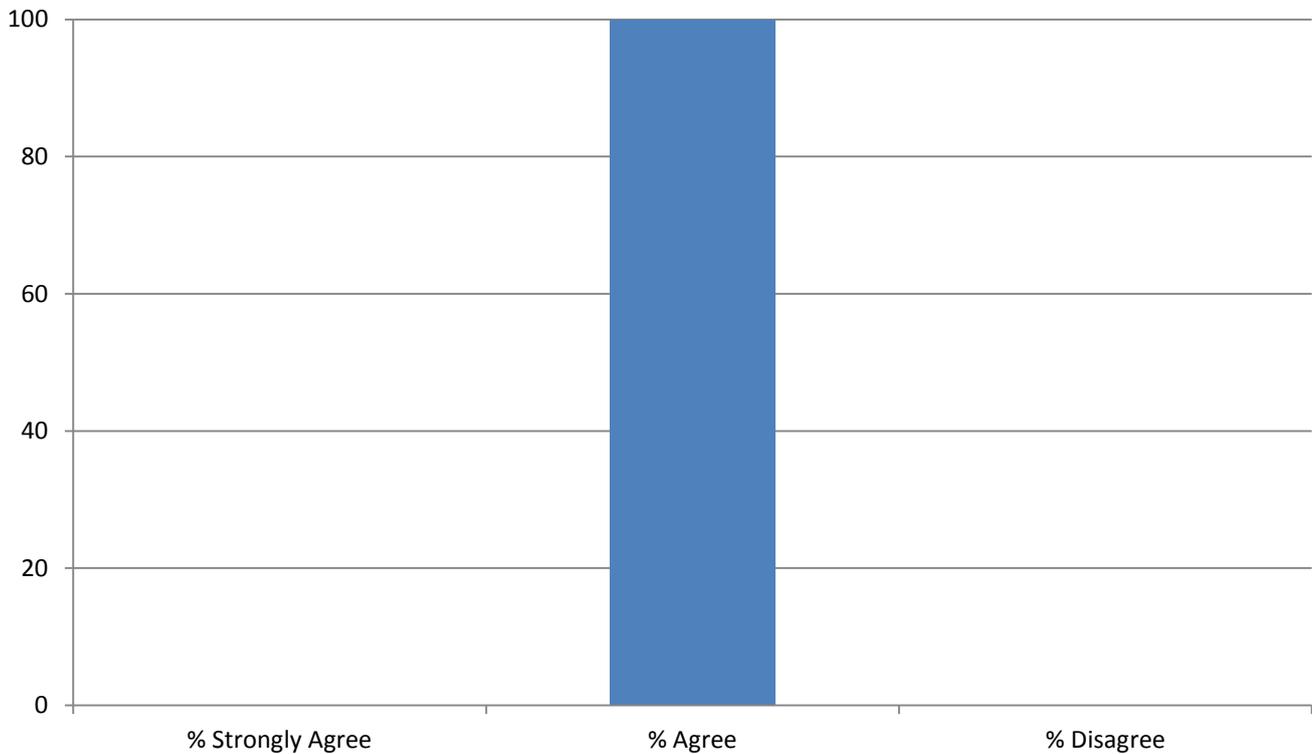


Figure 37: Response to question 47. There is clear alignment and coherence between the unit description, the unit learning outcomes and the unit content descriptions (n=5)

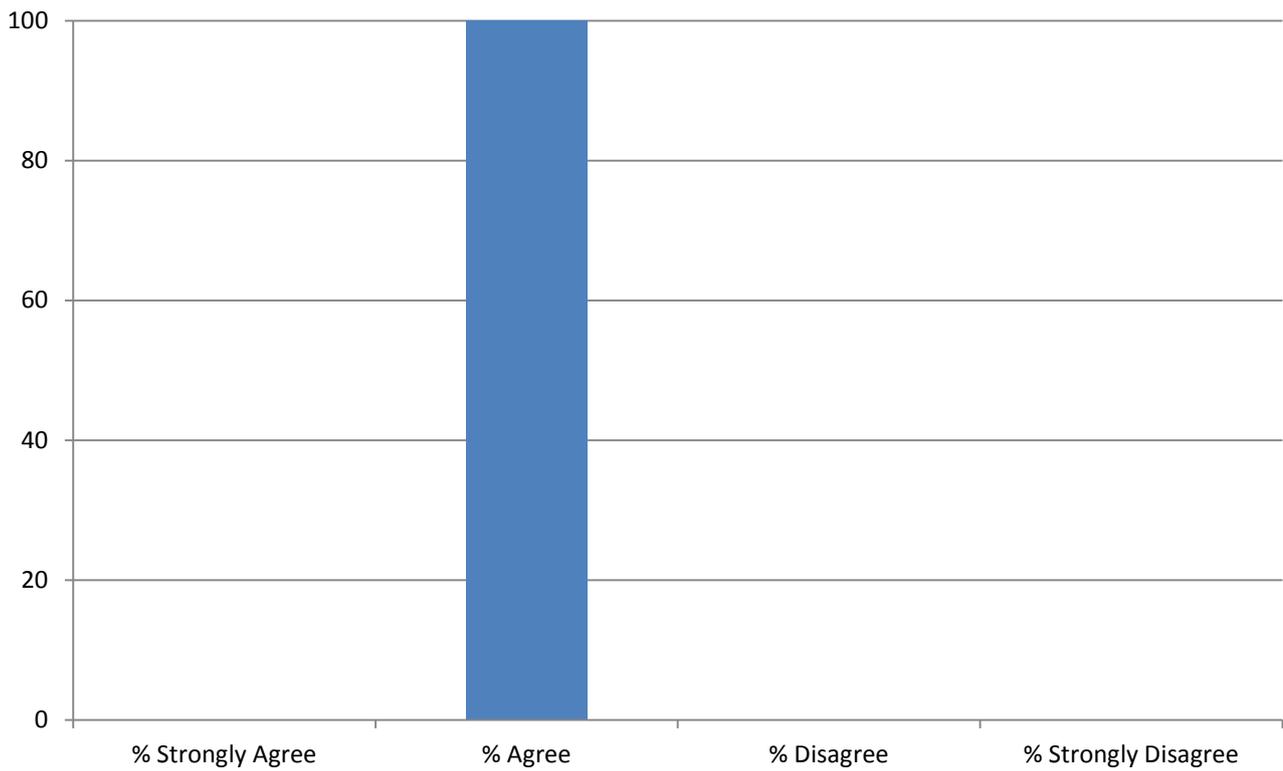


Figure 38: Response to question 48. Bridging Unit 2: The unit description describes the focus and scope for this unit (n=5)

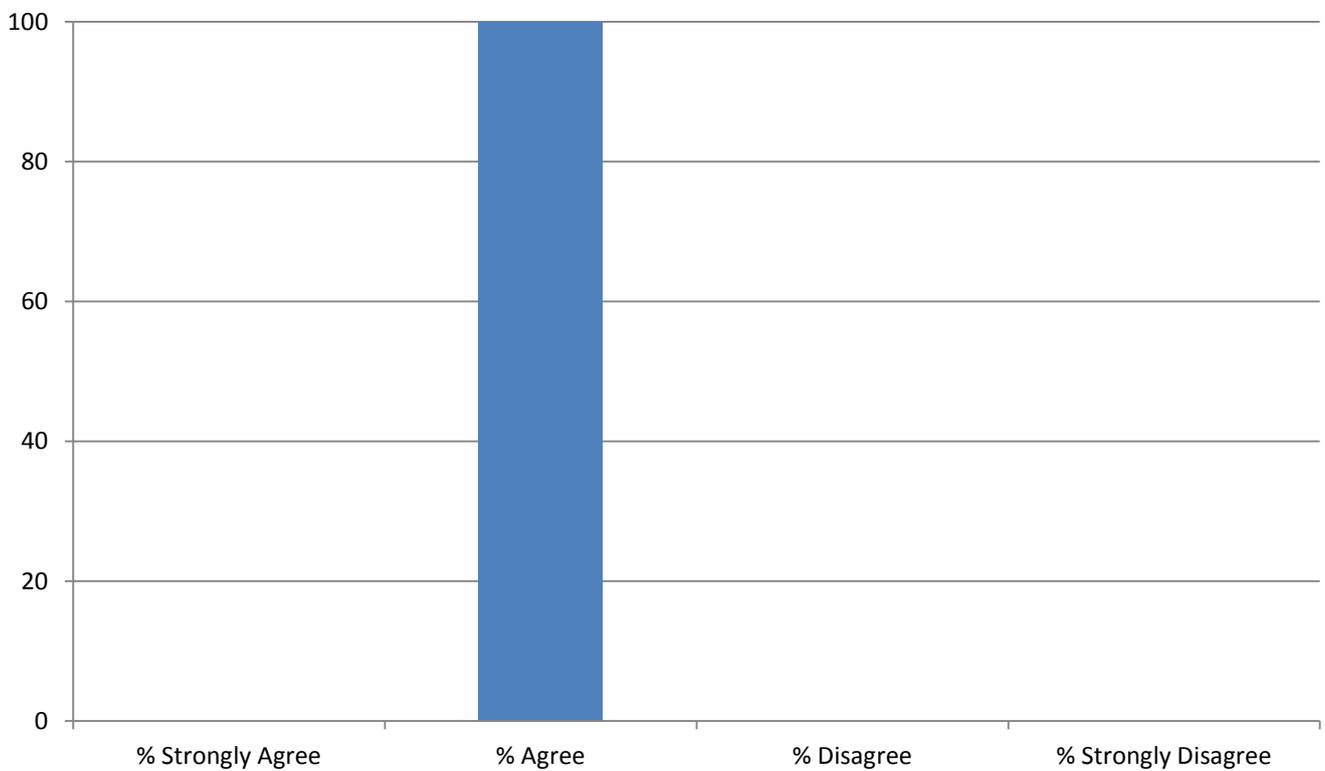


Figure 39: Response to question 49. The outcomes describe clearly the expected learning for this unit (n=5)

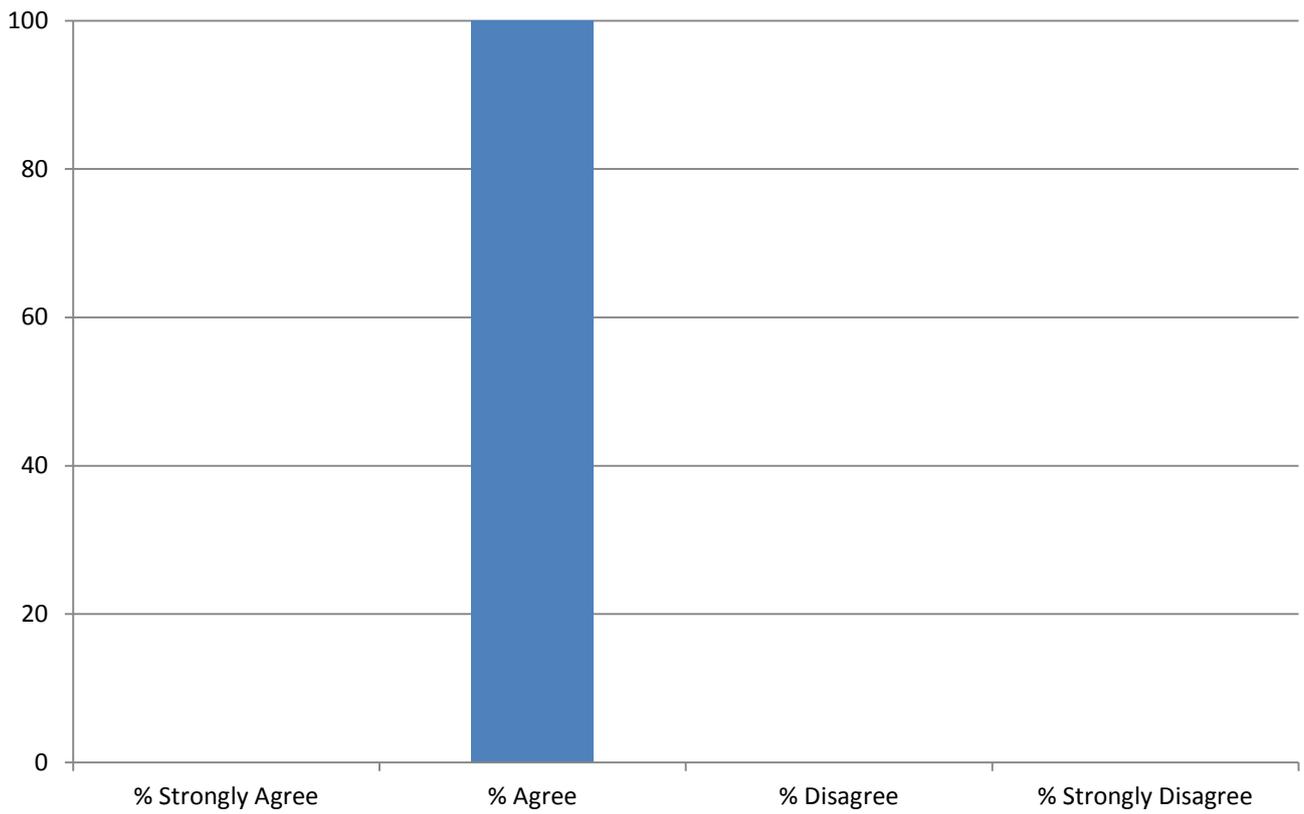


Figure 40: Response to question 50. The unit contains an appropriate amount of content ie can be taught within 50-60 hours (n=54)

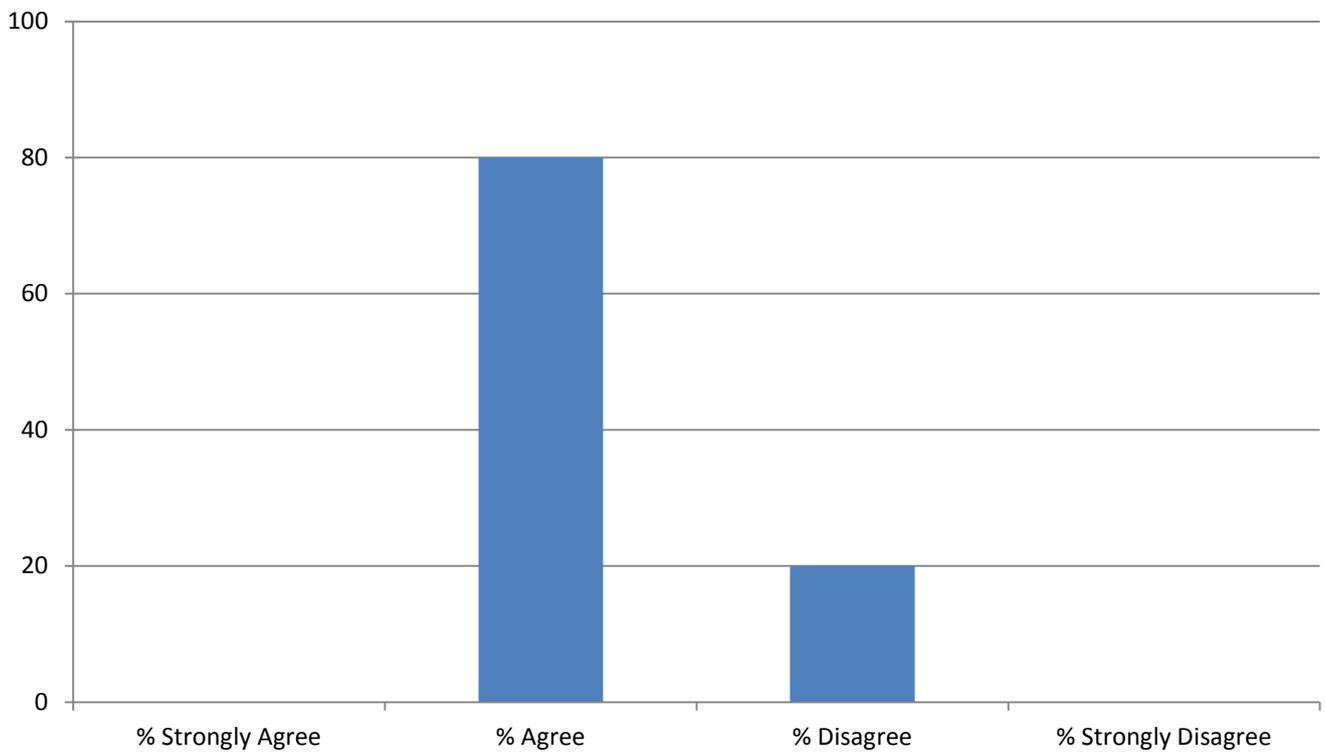


Figure 41: Response to question 51. The content descriptions describe clearly what is to be taught (n=5)

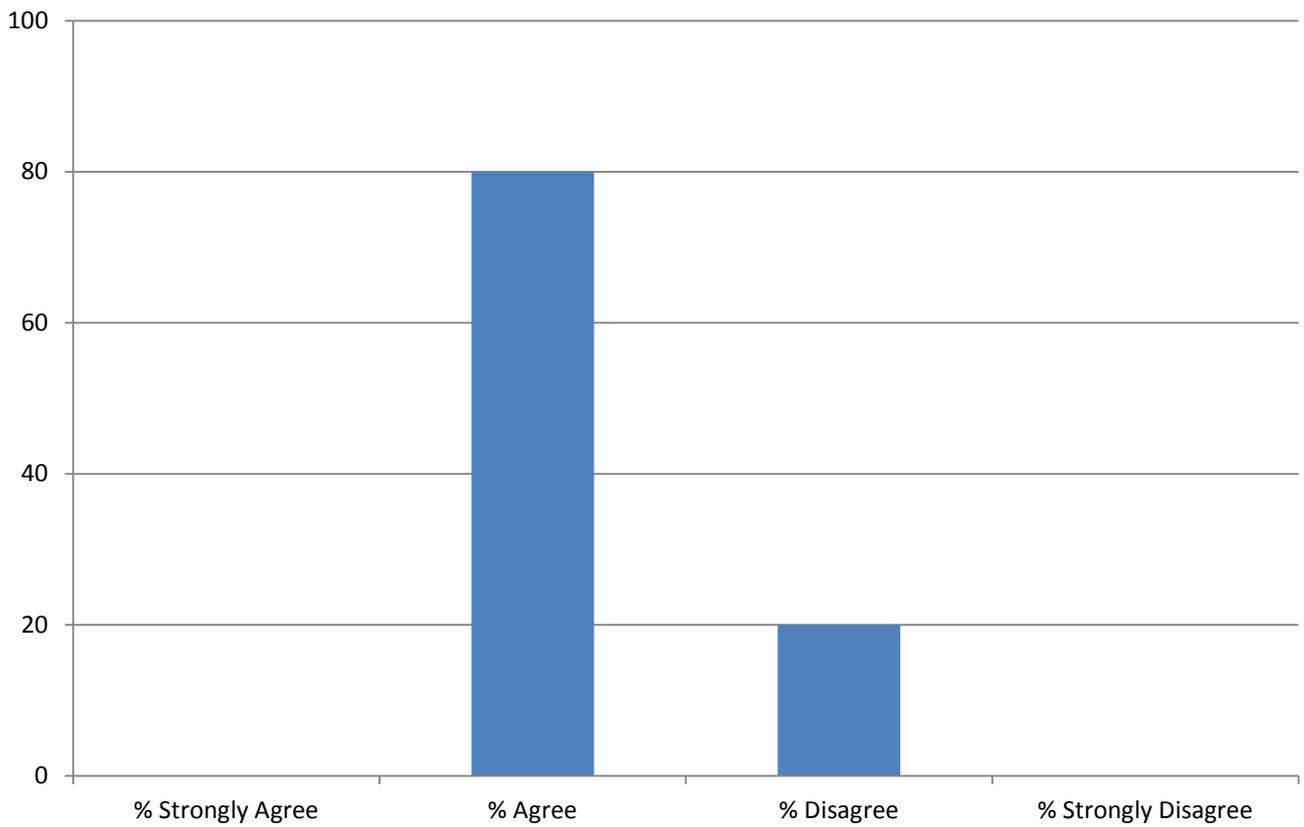


Figure 42: Response to question 52. The content descriptions are written with an appropriate level of specificity (n=5)

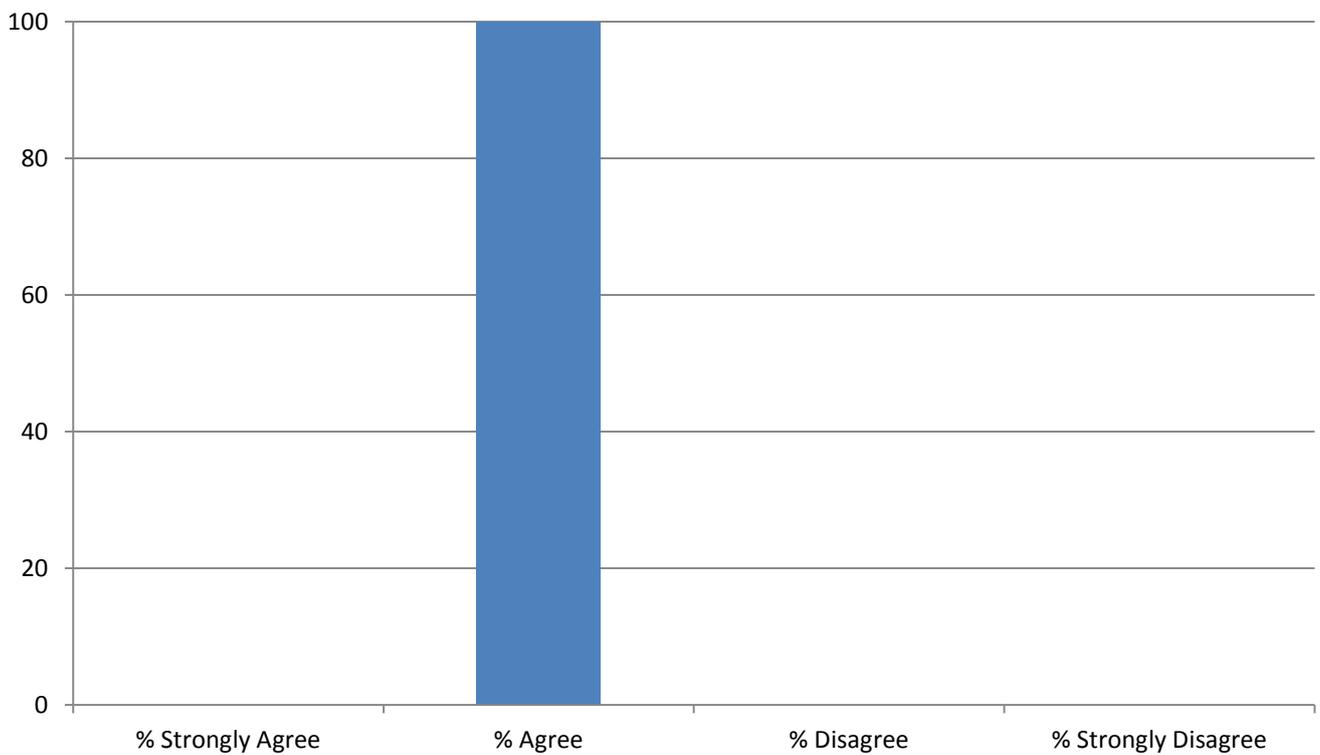


Figure 43: Response to question 53. There is clear alignment and coherence between the unit description, the unit learning outcomes and the unit content descriptions (n=5)

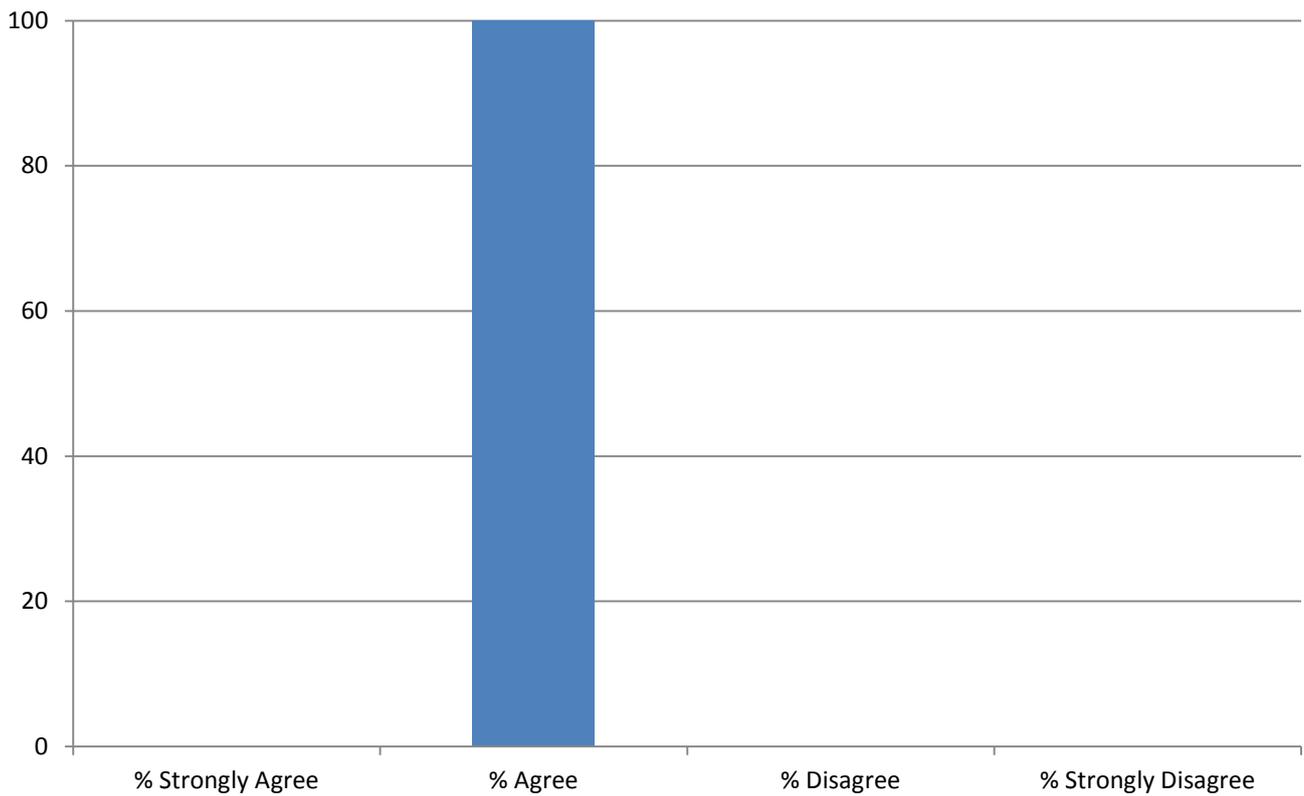


Figure 44: Response to question 54. Bridging Unit 1 and 2: There is a clear alignment between the dimensions, learning outcomes and content descriptions (n=5)

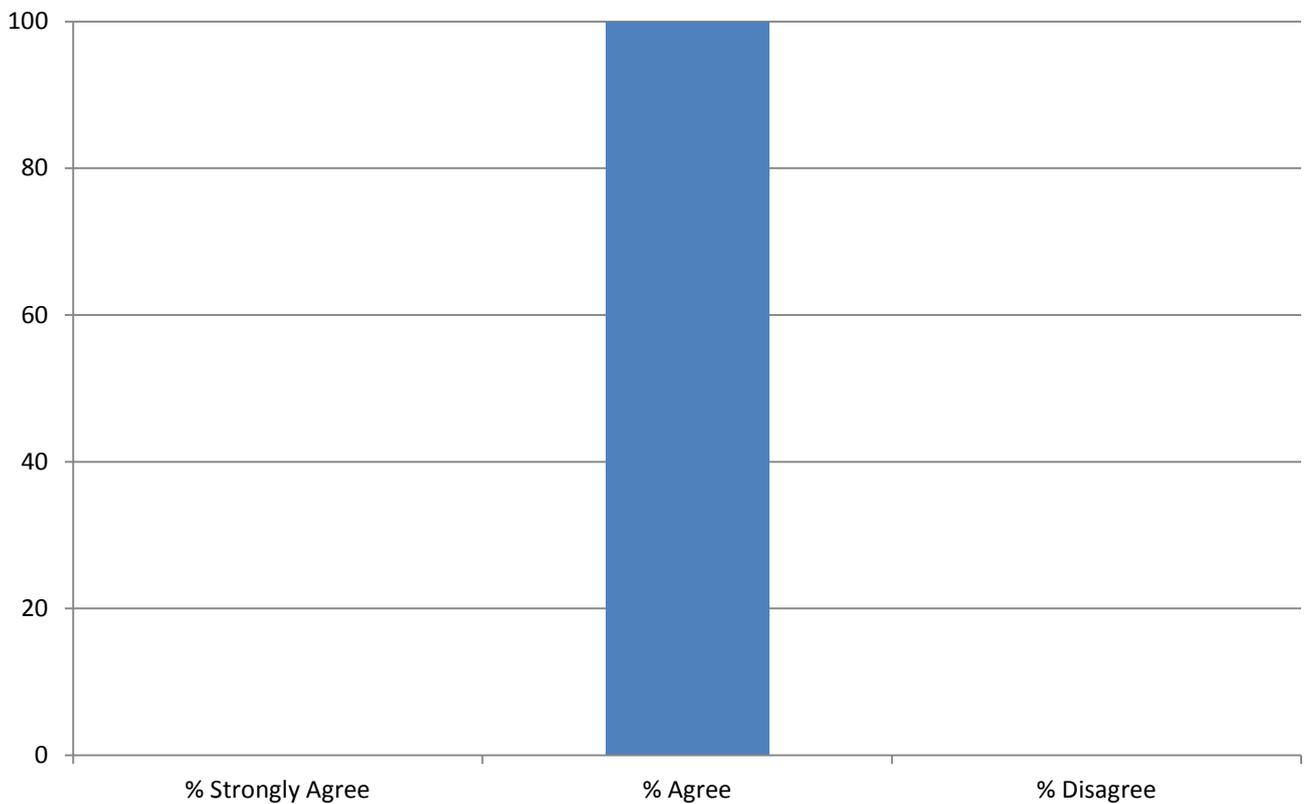


Figure 45: Response to question 55. The achievement standards are unambiguous, i.e. explaining in understandable language what students are expected to learn (n=5)

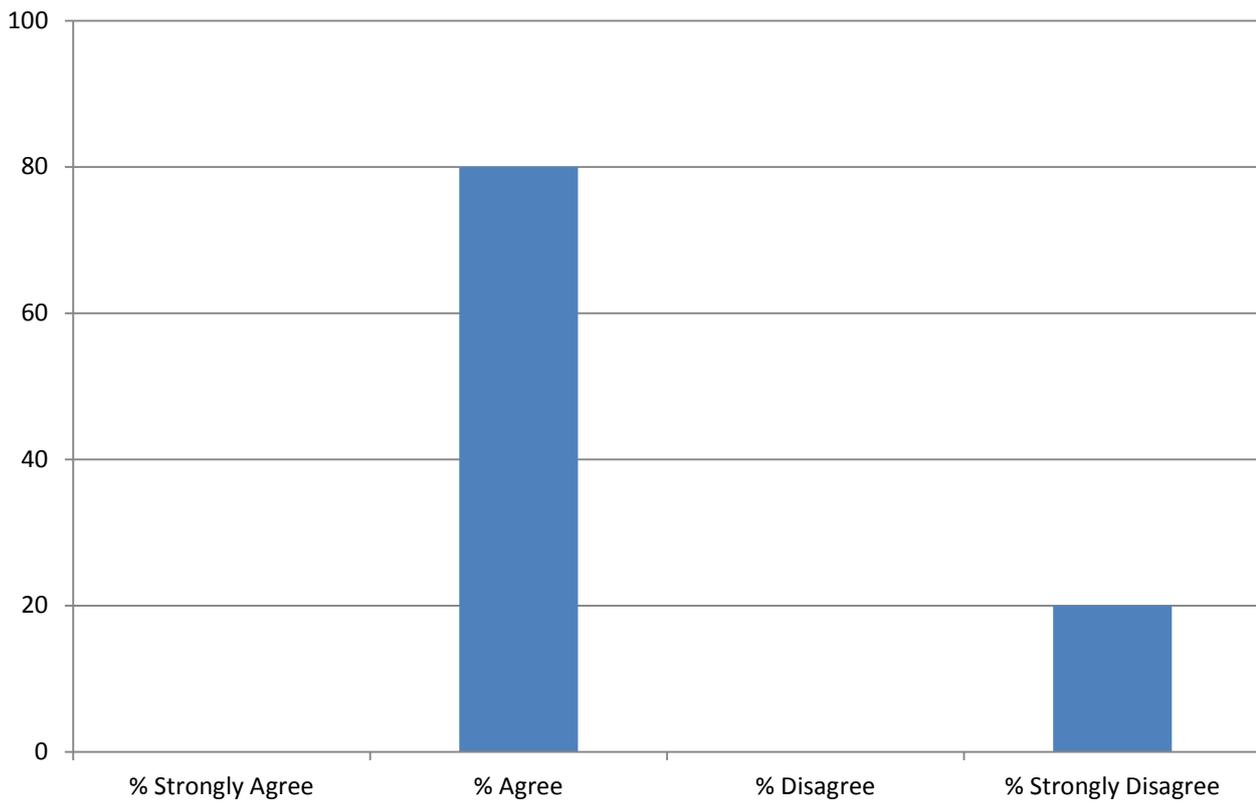


Figure 46: Response to question 56. The achievement standards are pitched appropriately ie realistic yet sufficiently challenging for students at this year level (n=5)

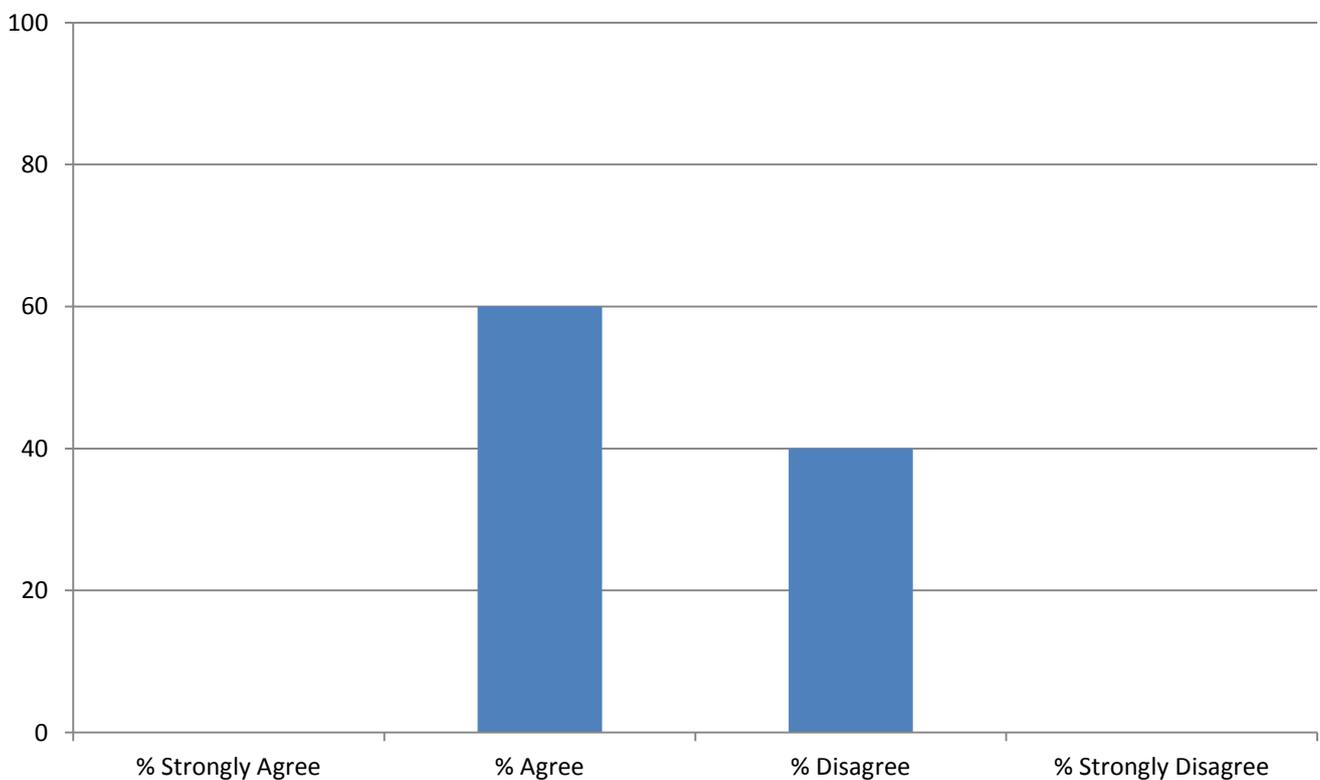


Figure 47: Response to question 57. The five levels of achievement standards clearly and appropriately distinguish performance ie distinctive characteristics of achievement for each dimension (n=5)

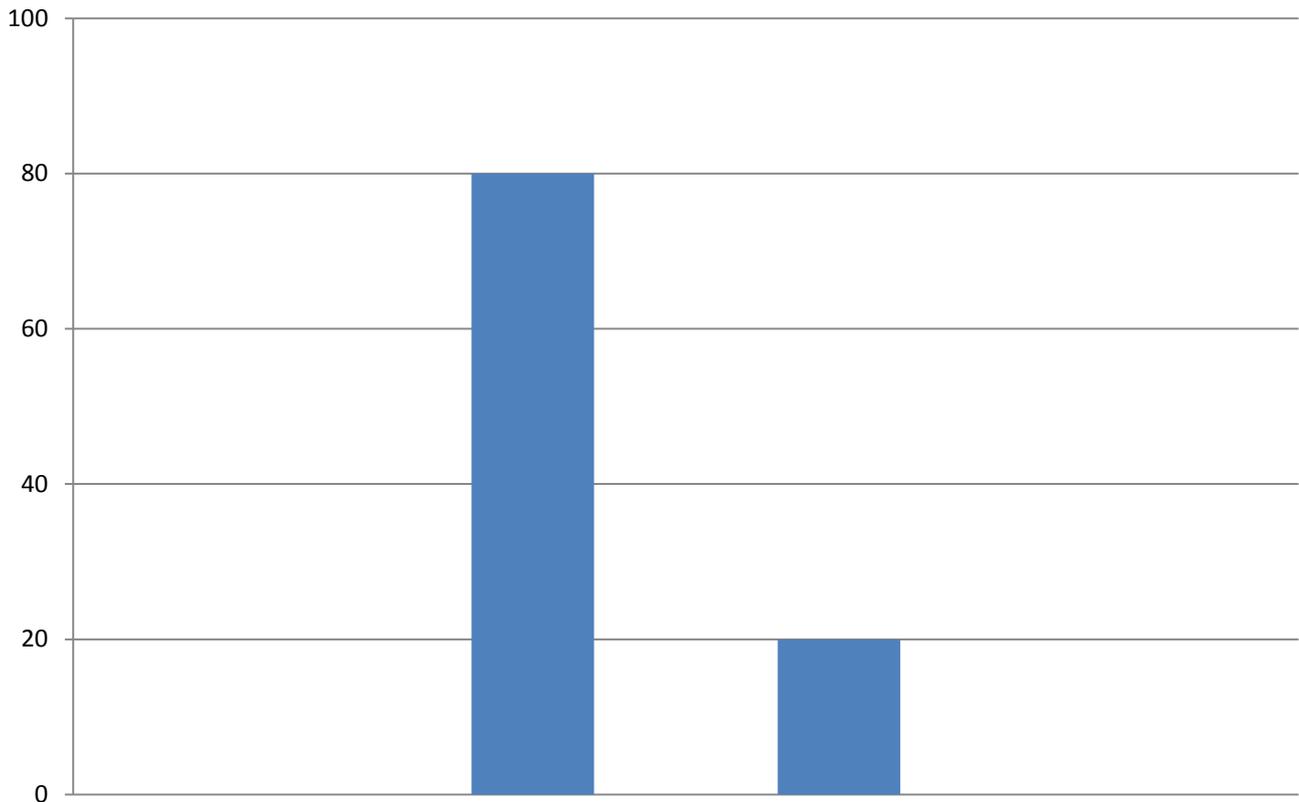


Figure 48: Response to question 58. Bridging Unit 3: The unit description describes the focus and scope for this unit (n=5)

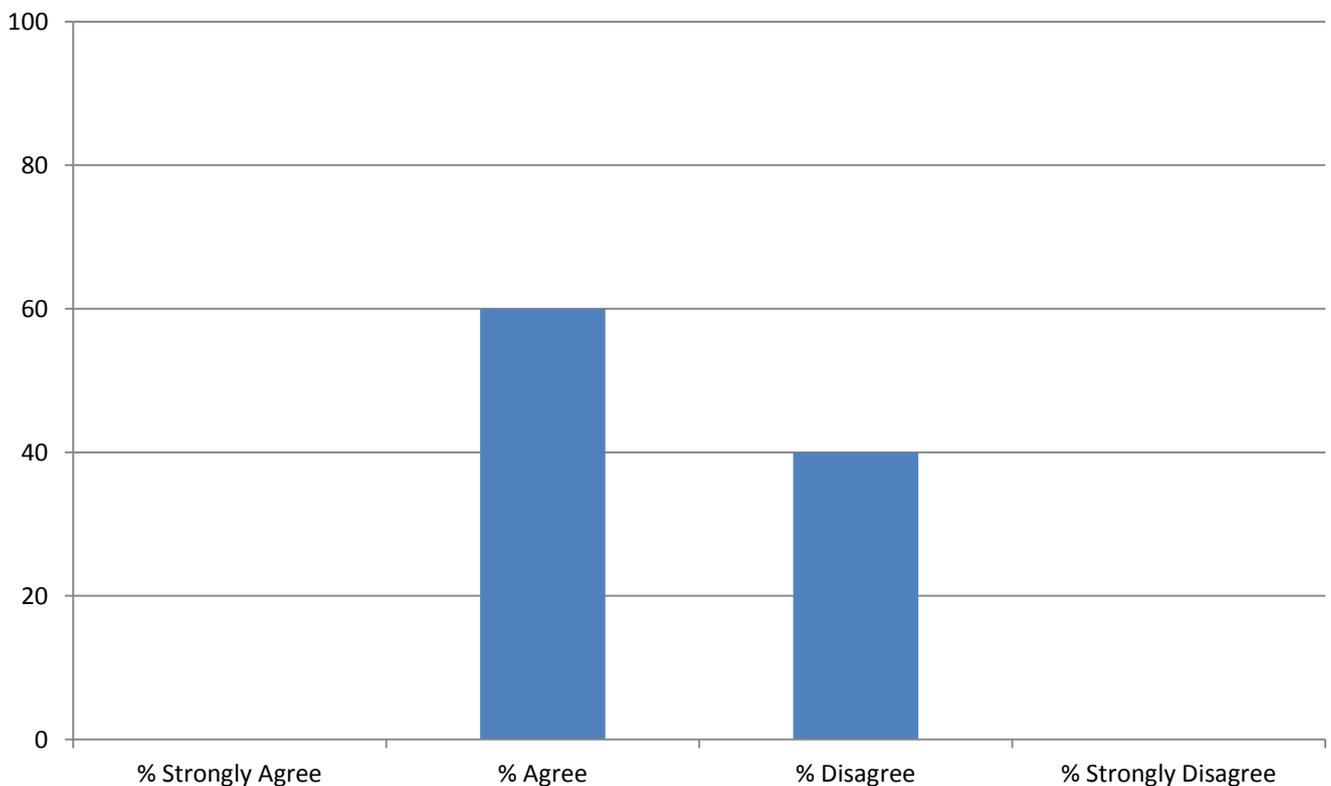


Figure 49: Response to question 59. The outcomes describe clearly the expected learning for this unit (n=5)

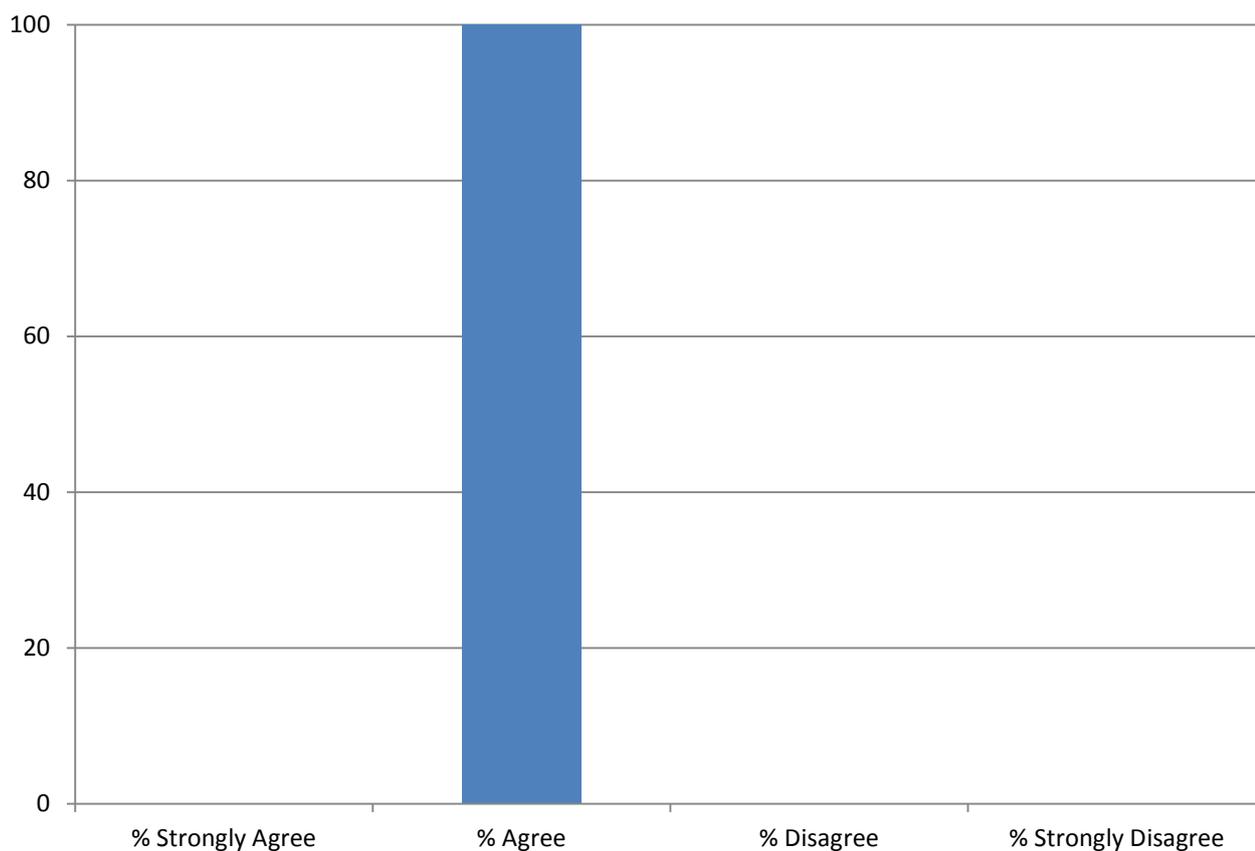


Figure 50: Response to question 60. The unit contains an appropriate amount of content ie can be taught within 50-60 hours (n=5)

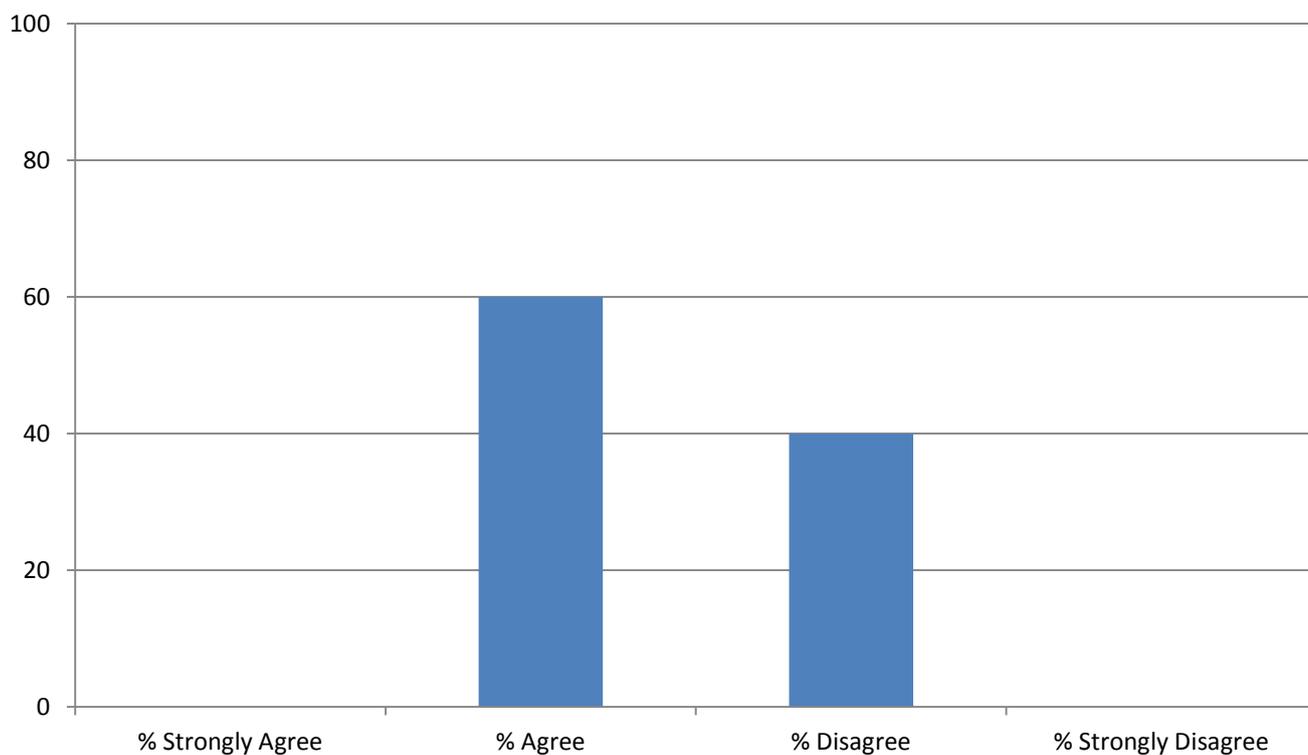


Figure 51: Response to question 61. The content descriptions describe clearly what is to be taught (n=5)

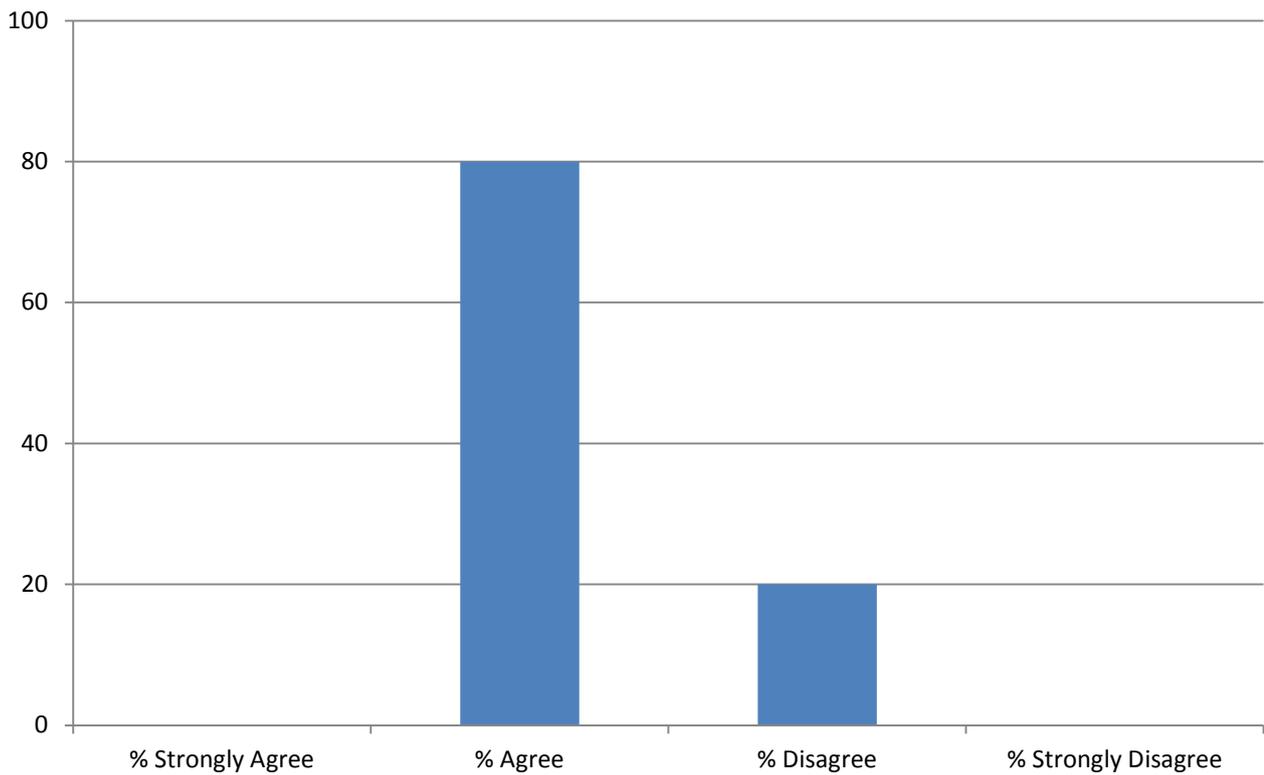


Figure 52: Response to question 62. The content descriptions are written with an appropriate level of specificity (n=5)

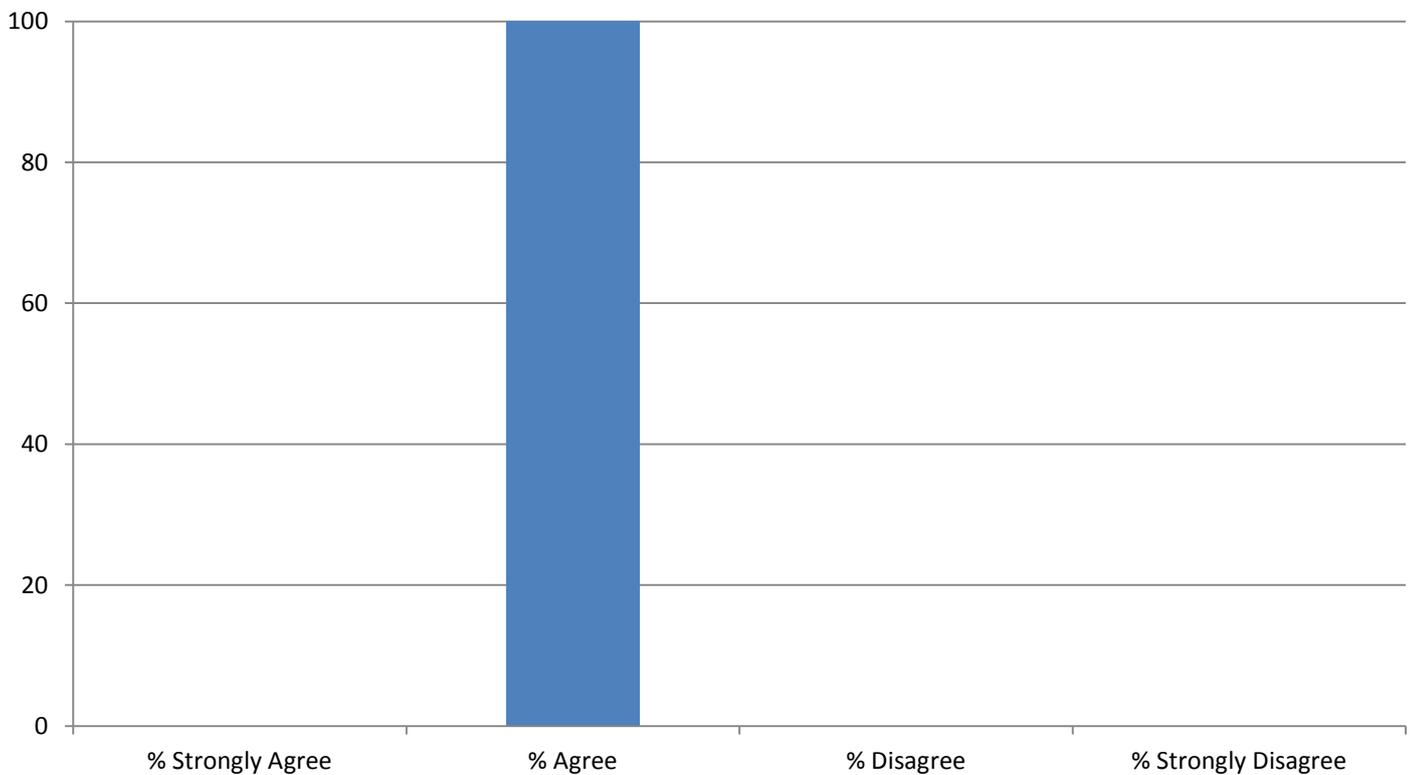


Figure 53: Response to question 63. There is clear alignment and coherence between the unit description, the unit learning outcomes and the unit content descriptions (n=5)

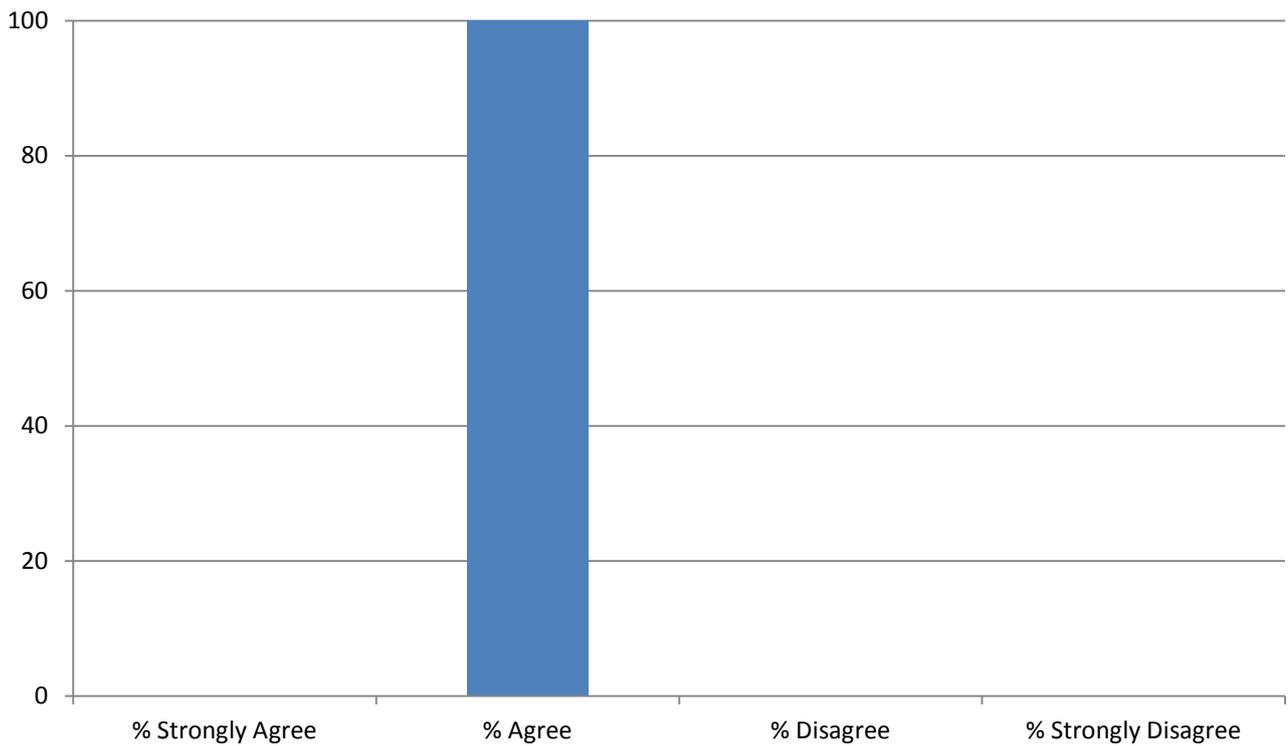


Figure 54: Response to question 64. Bridging Unit 4: The unit description describes the focus and scope for this unit (n=5)

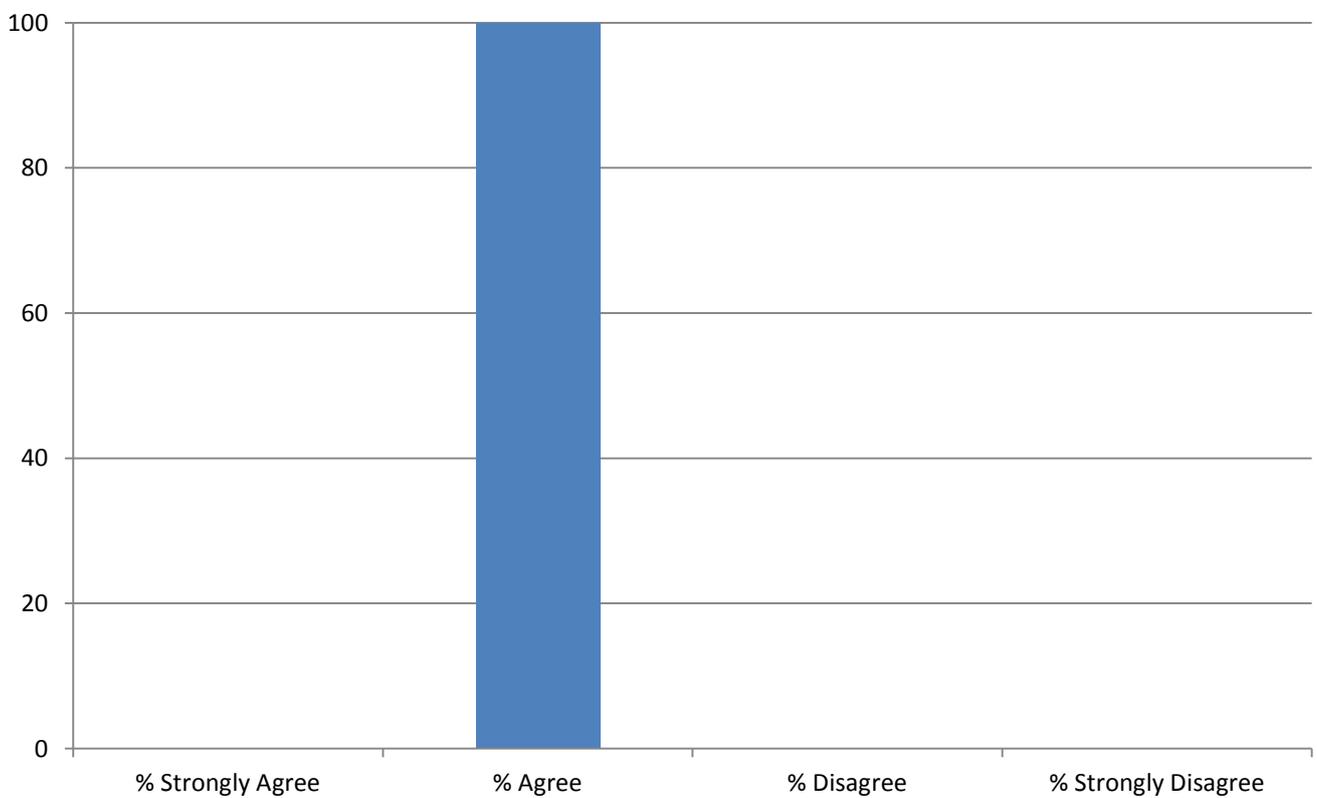


Figure 55: Response to question 65. The outcomes describe clearly the expected learning for this unit (n=5)

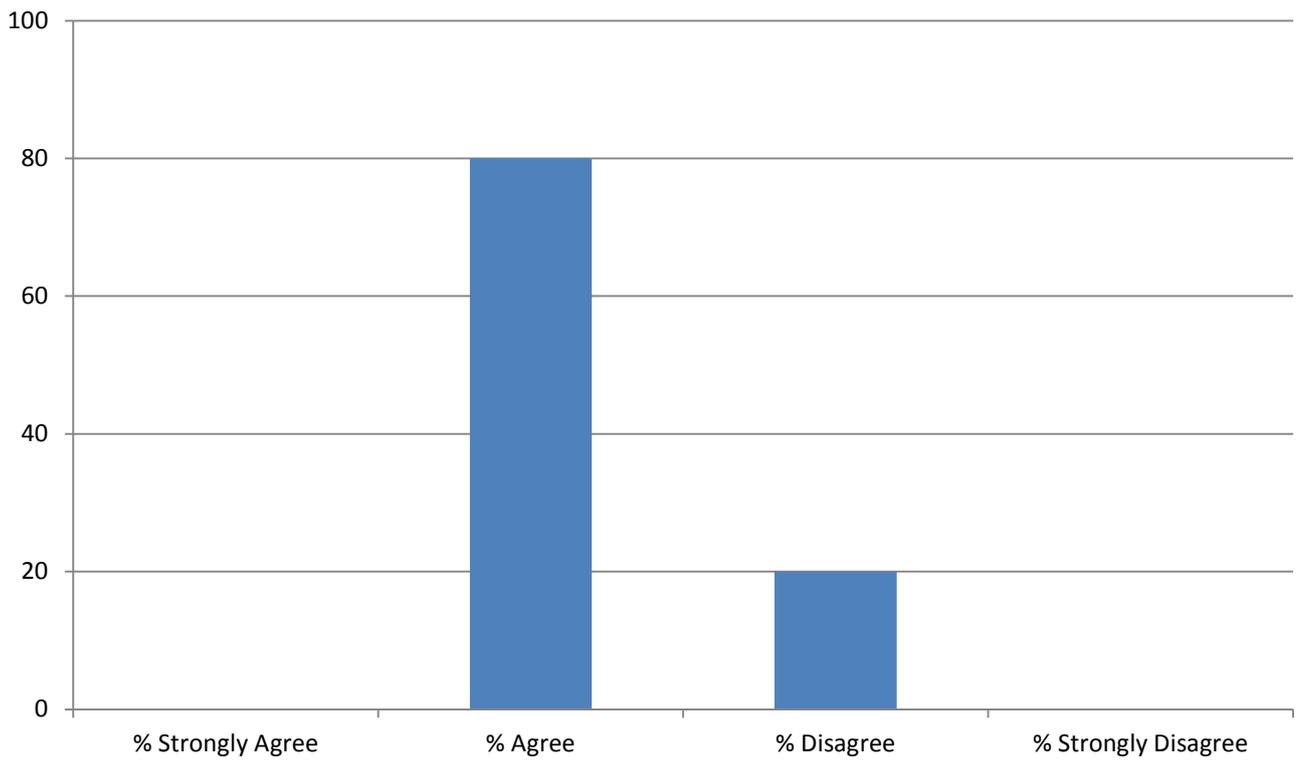


Figure 56: Response to question 66. The unit contains an appropriate amount of content ie can be taught within 50-60 hours (n=5)

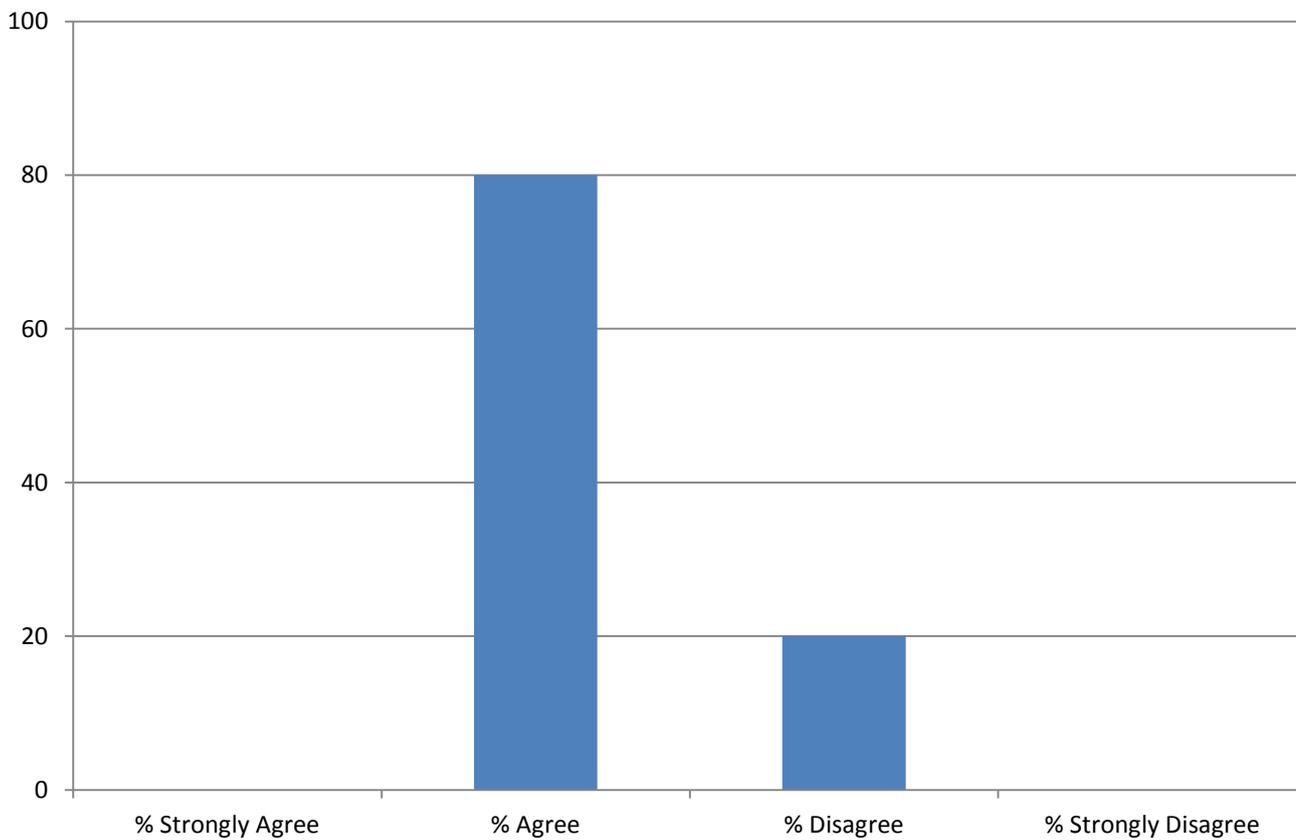


Figure 57: Response to question 67. The content descriptions describe clearly what is to be taught (n=5)

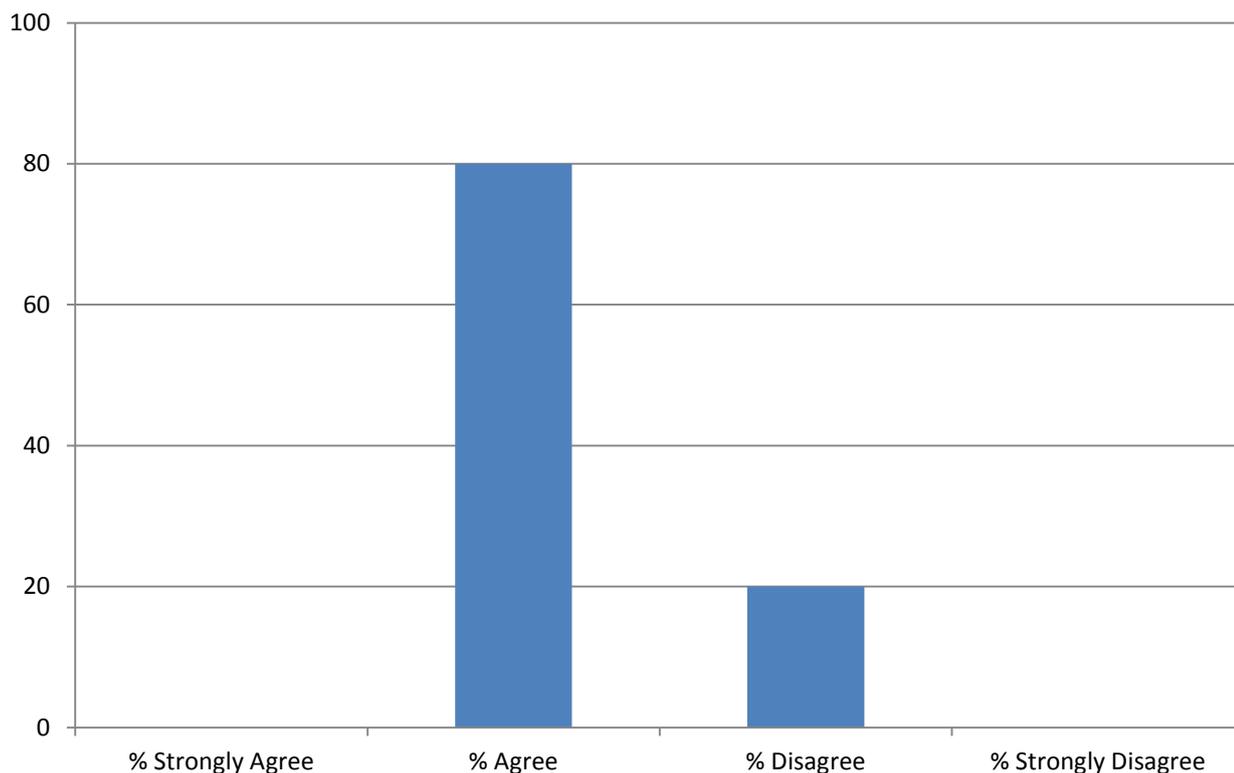


Figure 58: Response to question 68. The content descriptions are written with an appropriate level of specificity (n=5)

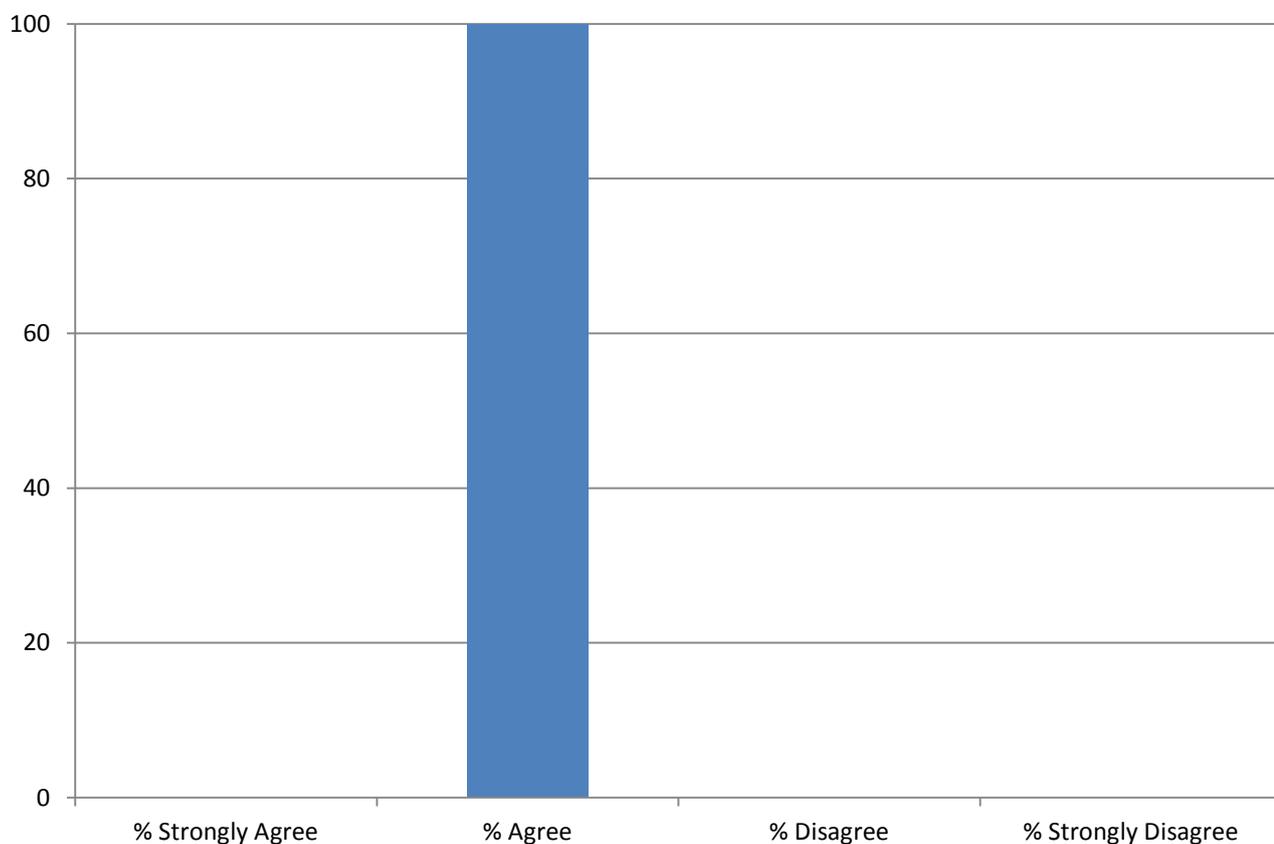


Figure 59: Response to question 69. There is clear alignment and coherence between the unit description, the unit learning outcomes and the unit content descriptions (n=5)

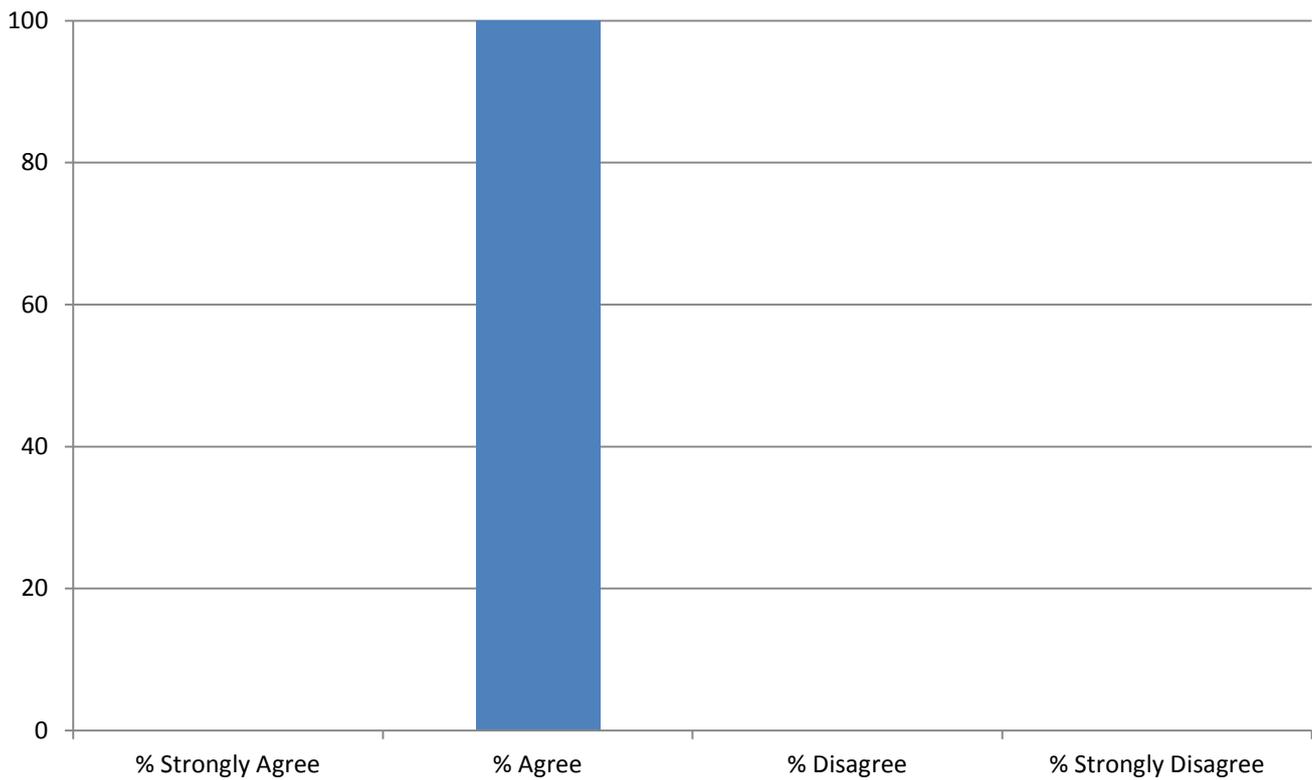


Figure 60: Response to question 70. AS Bridging Units 3 and 4: There is a clear alignment between the dimensions, learning outcomes and content descriptions (n=5)

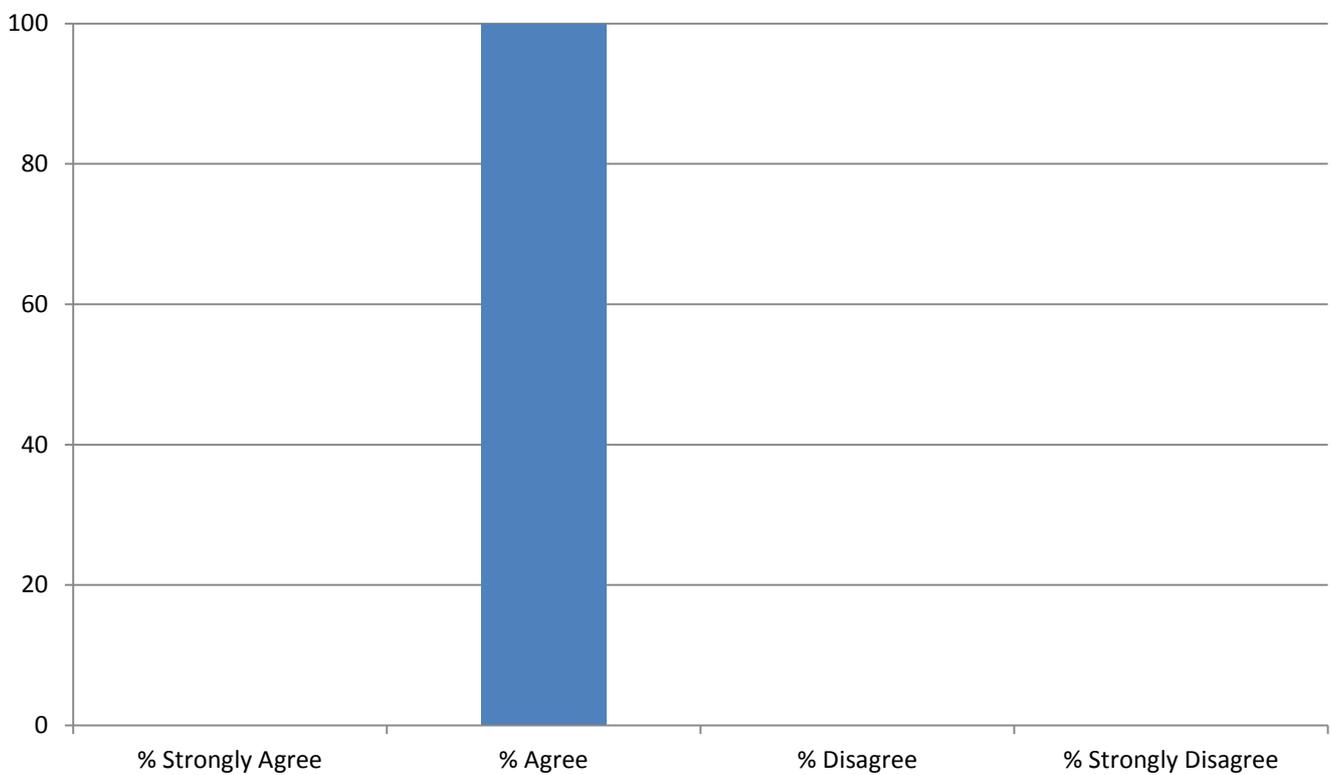


Figure 61: Response to question 71. The achievement standards are unambiguous, ie explaining in understandable language what students are expected to learn (n=5)

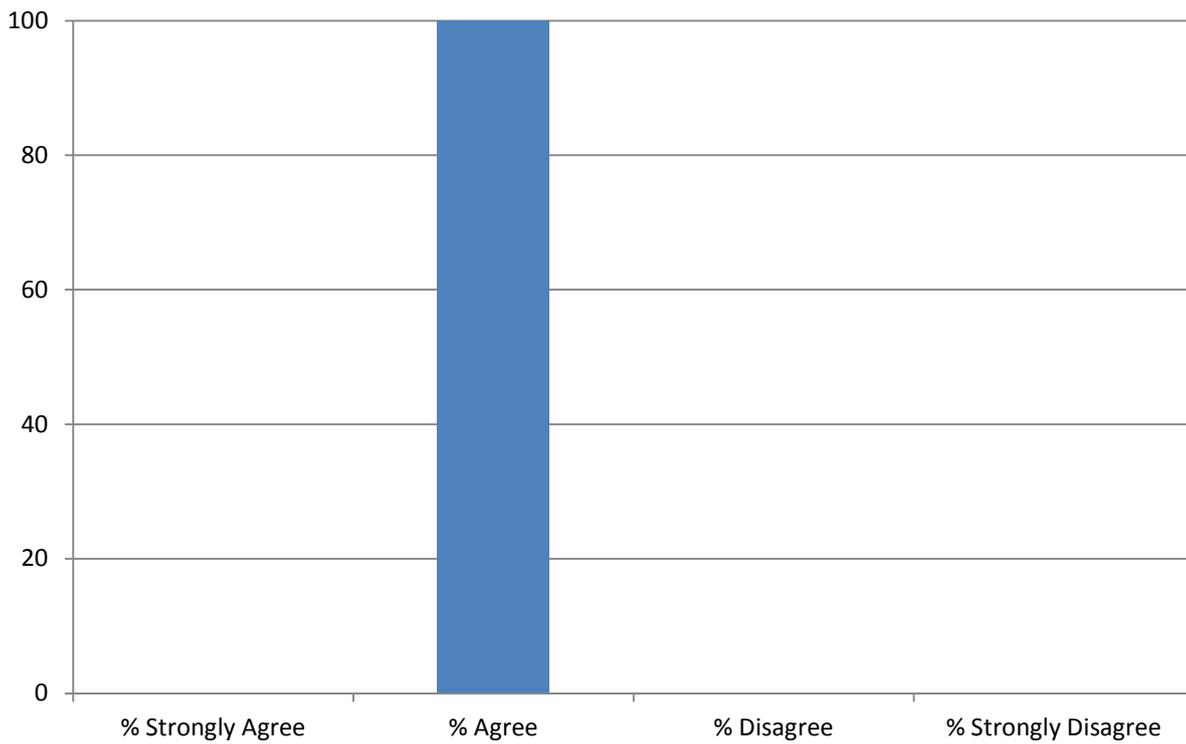


Figure 62: Response to question 72. The achievement standards are pitched appropriately, ie realistic yet sufficiently challenging for students at this year level (n=5)

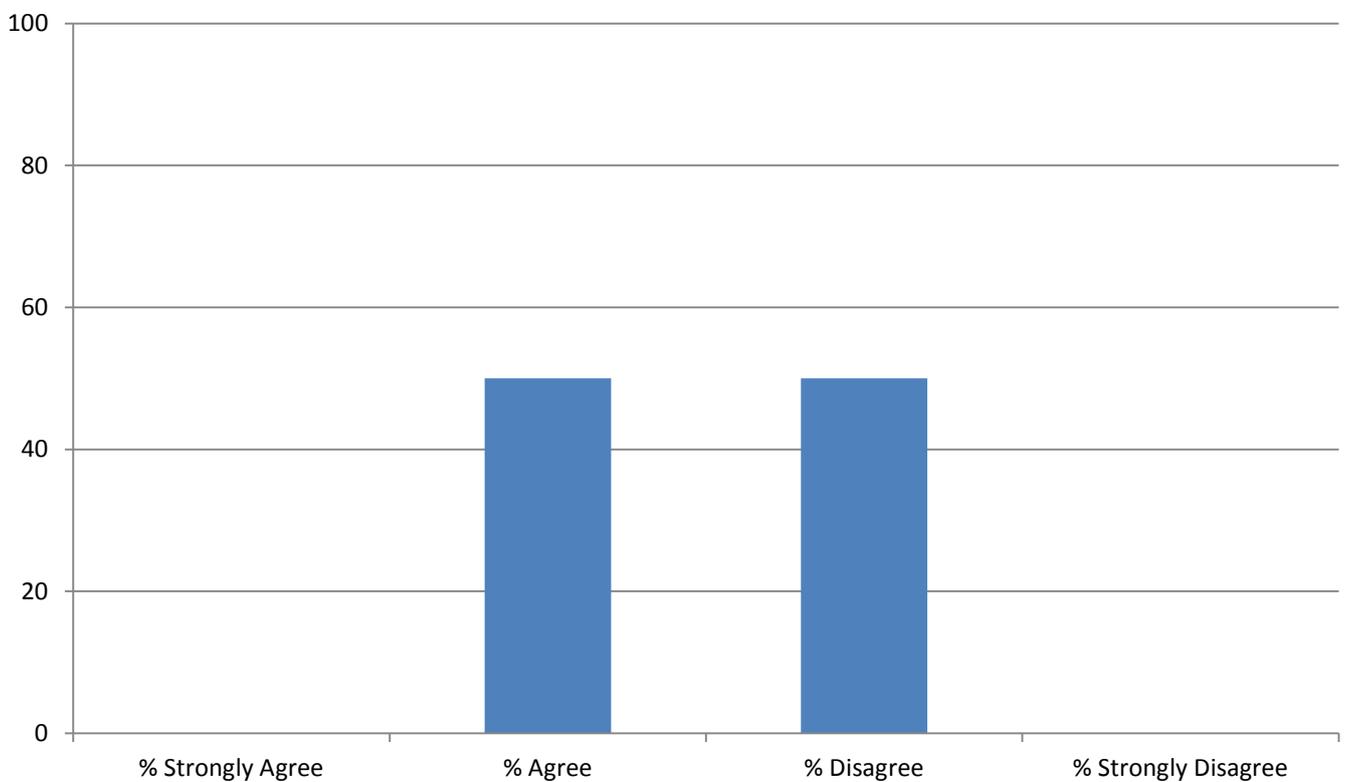


Figure 63: Response to question 73. The five levels of achievement standards clearly and appropriately distinguish performance ie distinctive characteristics of achievement for each dimension (n=5)

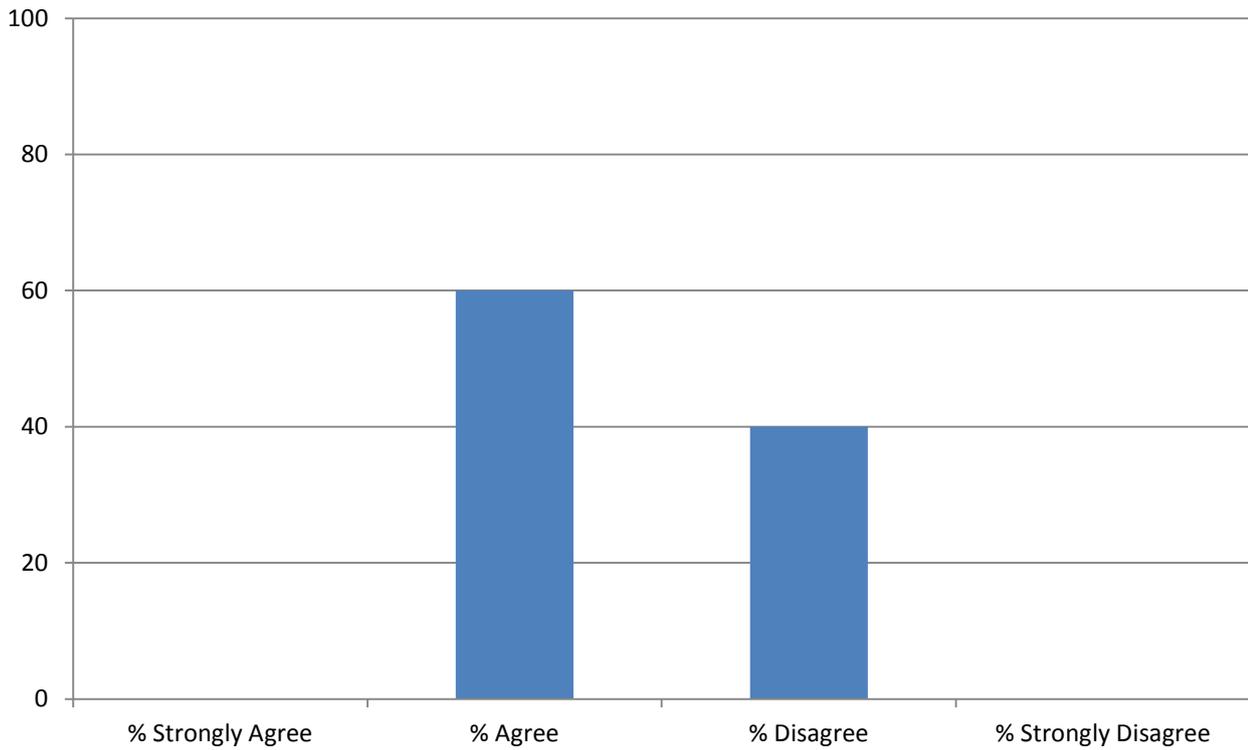


Figure 64: Response to question 74. The general capabilities that naturally fit with this subject are appropriately represented (n=10)

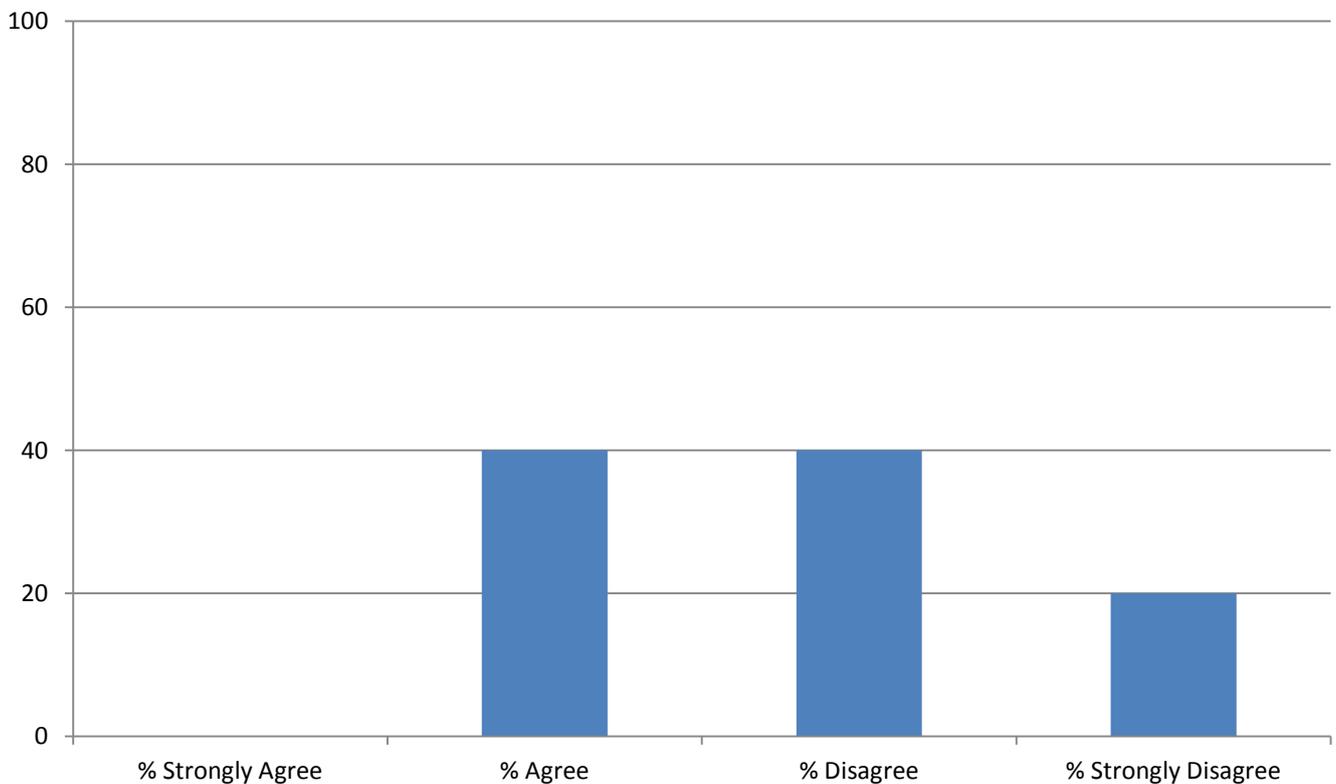


Figure 65: Response to question 75. The cross-curriculum priorities that naturally fit with this subject are appropriately represented (n=10)

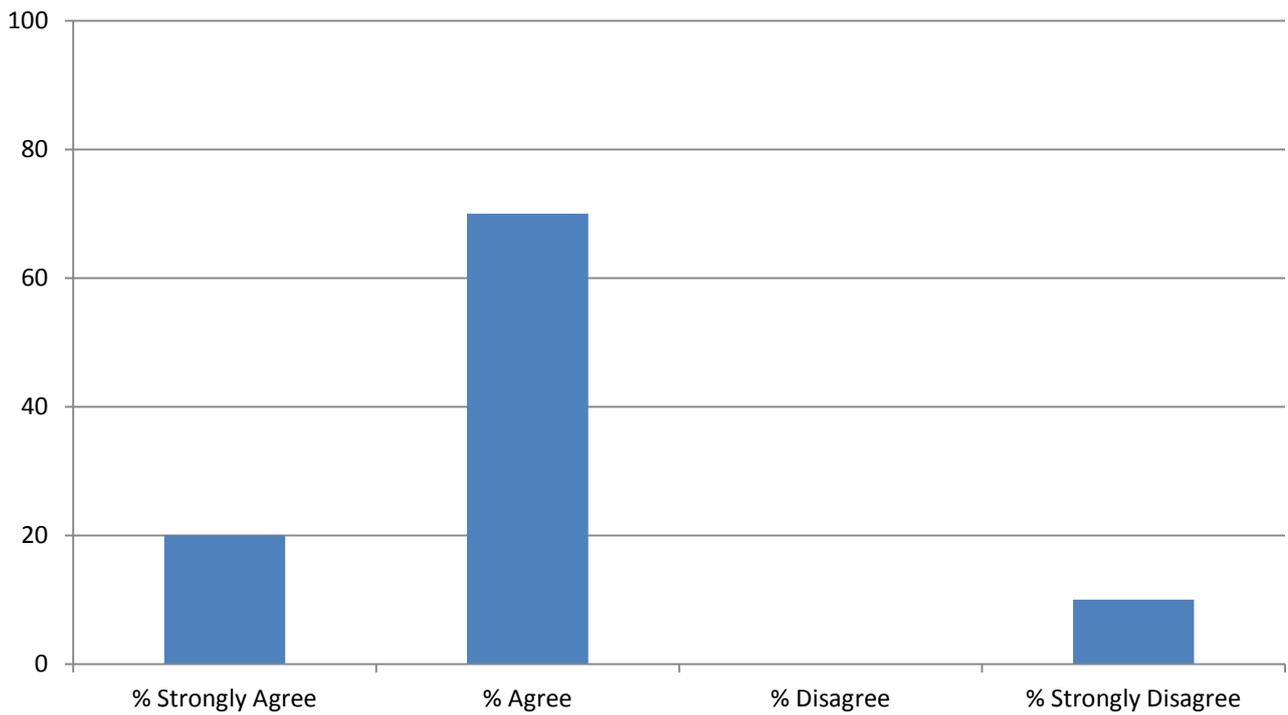


Figure 66: Response to question 76. Glossary (n=11)

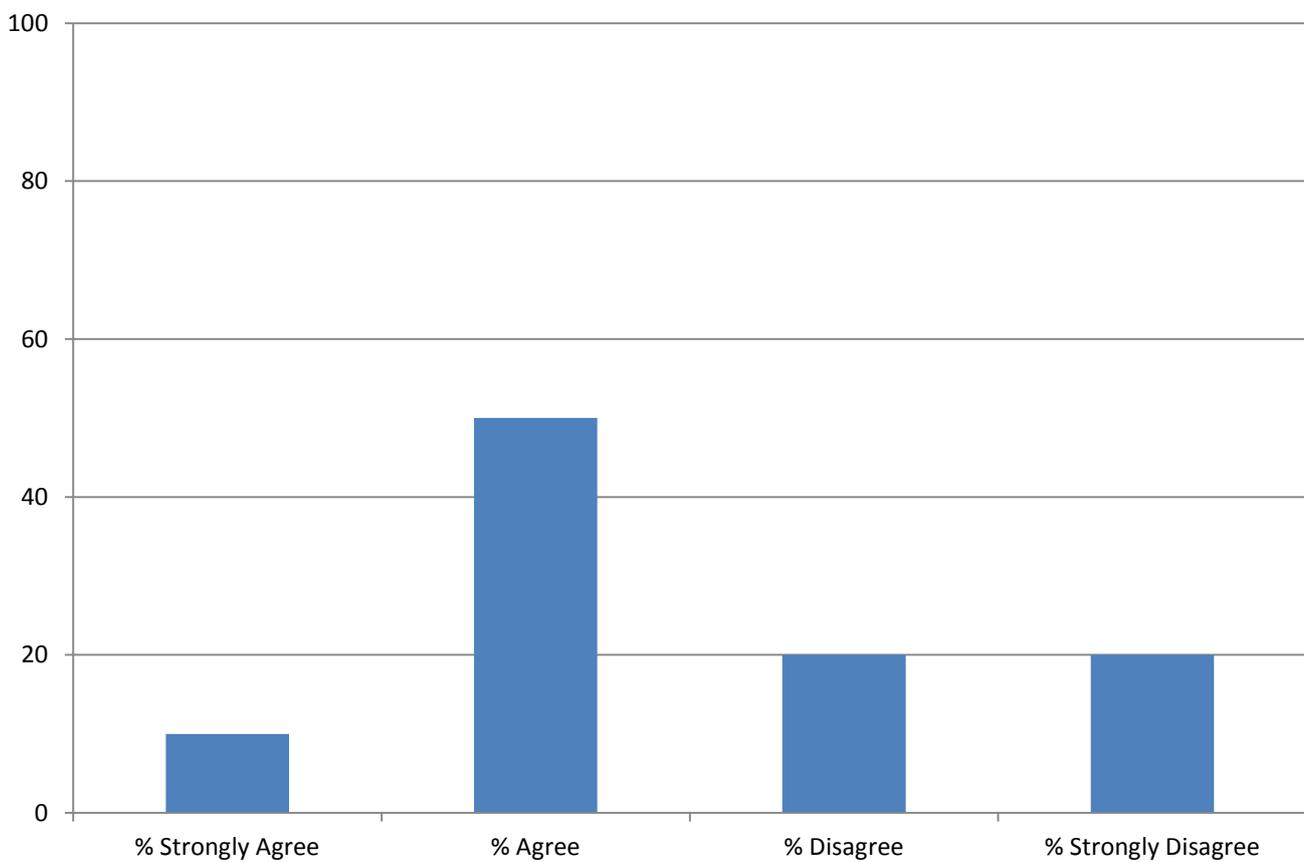
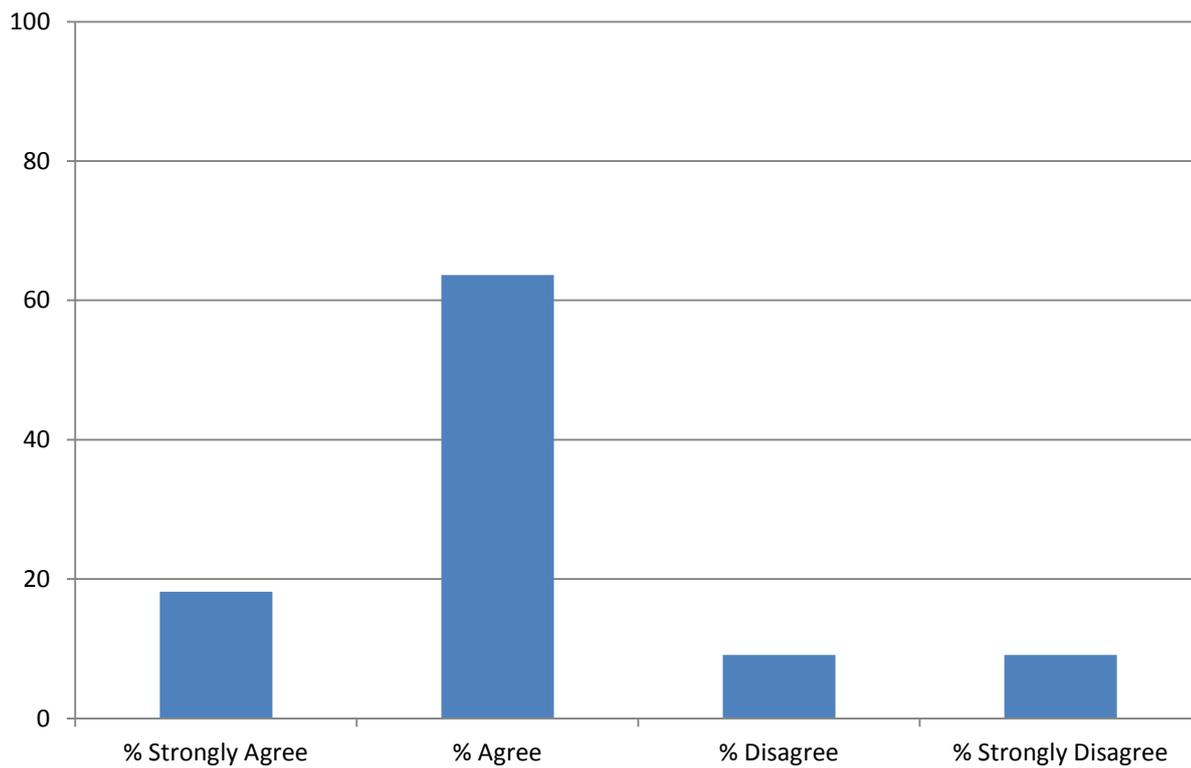


Figure 67: Response to question 77. The names of the subjects are appropriate (n=6)



Essential English

Figure 1: Response to question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance (n=6)

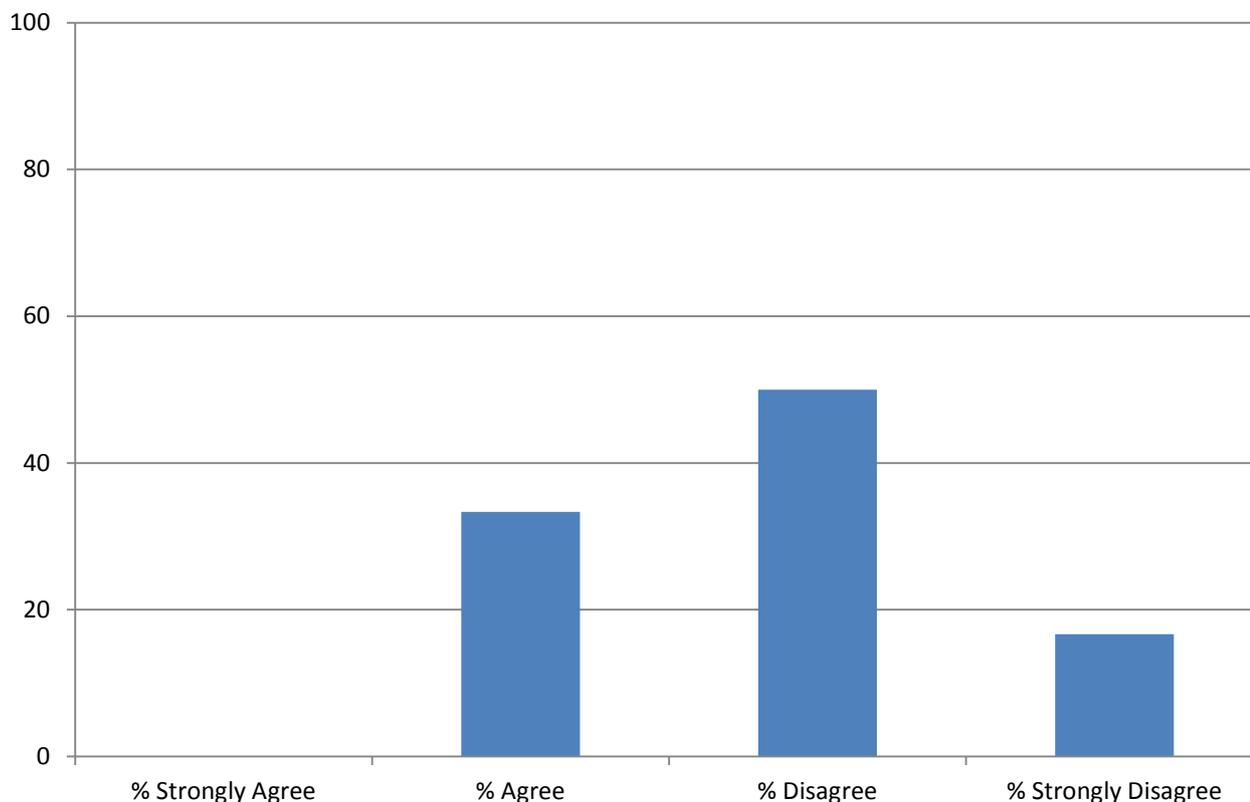


Figure 2: Response to question 10. The aims comprehensively describe the intended learning as a result of studying the subject (n=8)

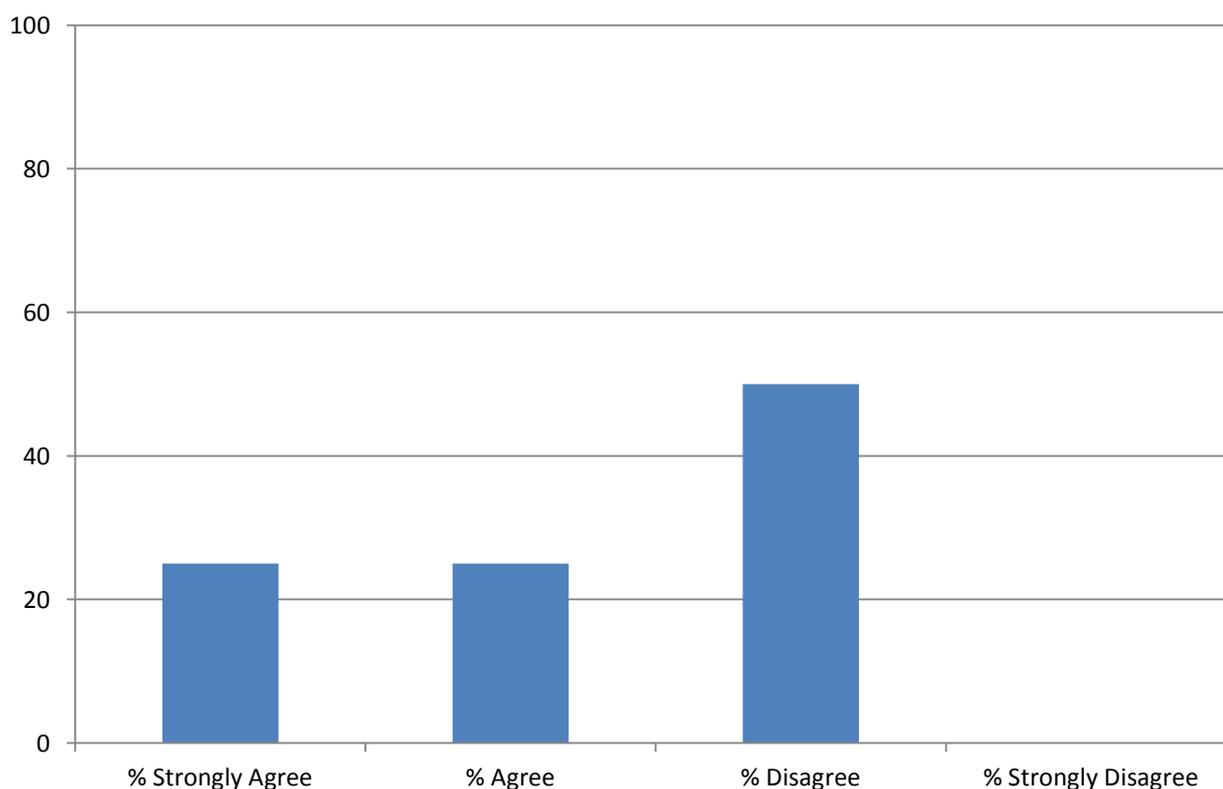


Figure 3: Response to question 11. The four unit structure has internal logic and coherence (n=9)

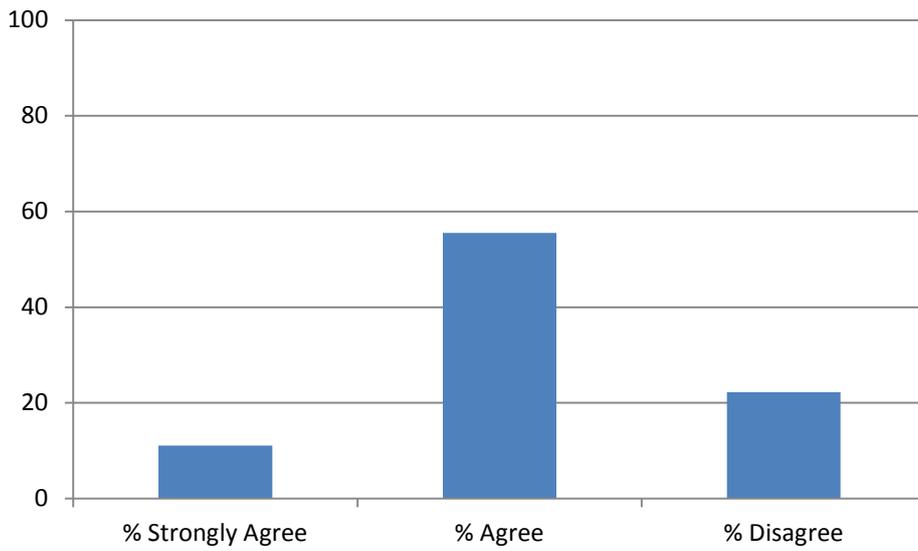


Figure 4: Response to question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 (n=9)

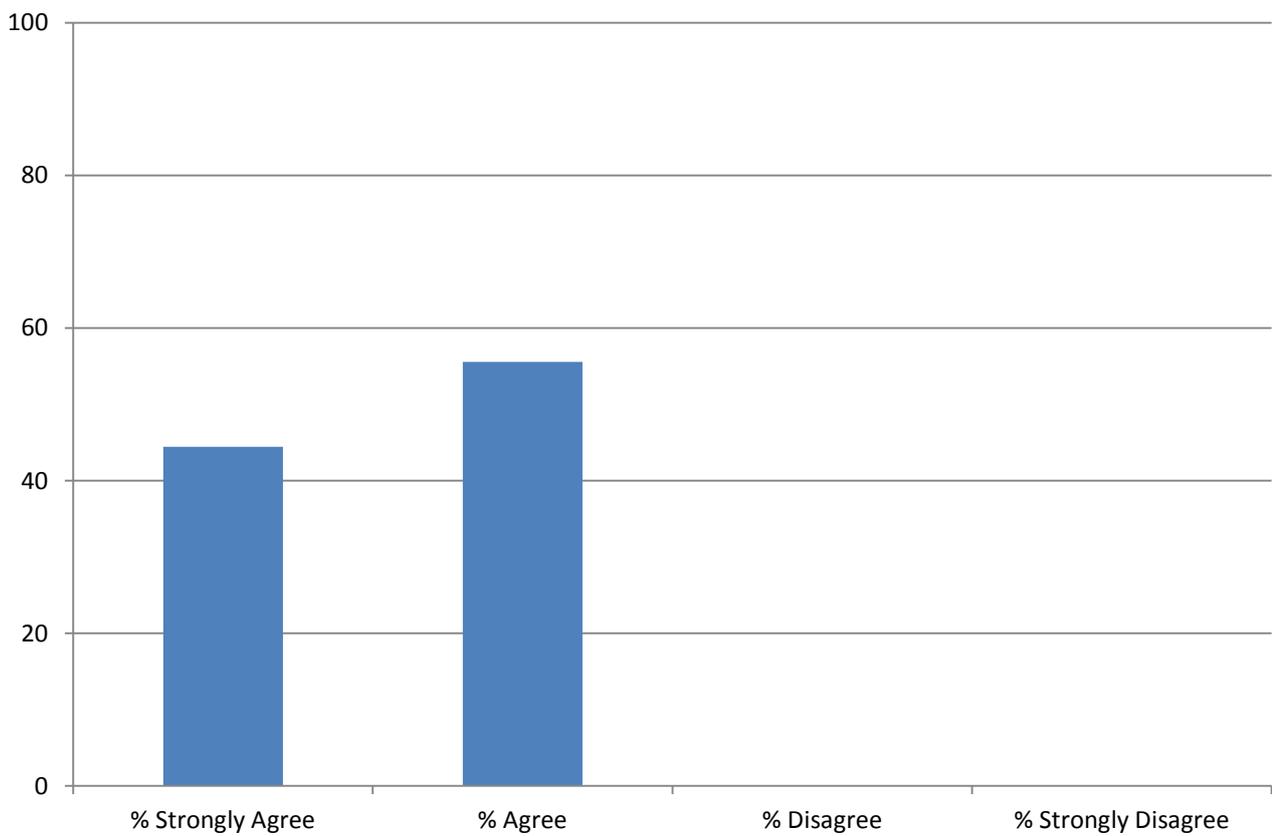


Figure 5: Response to question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum (n=9)

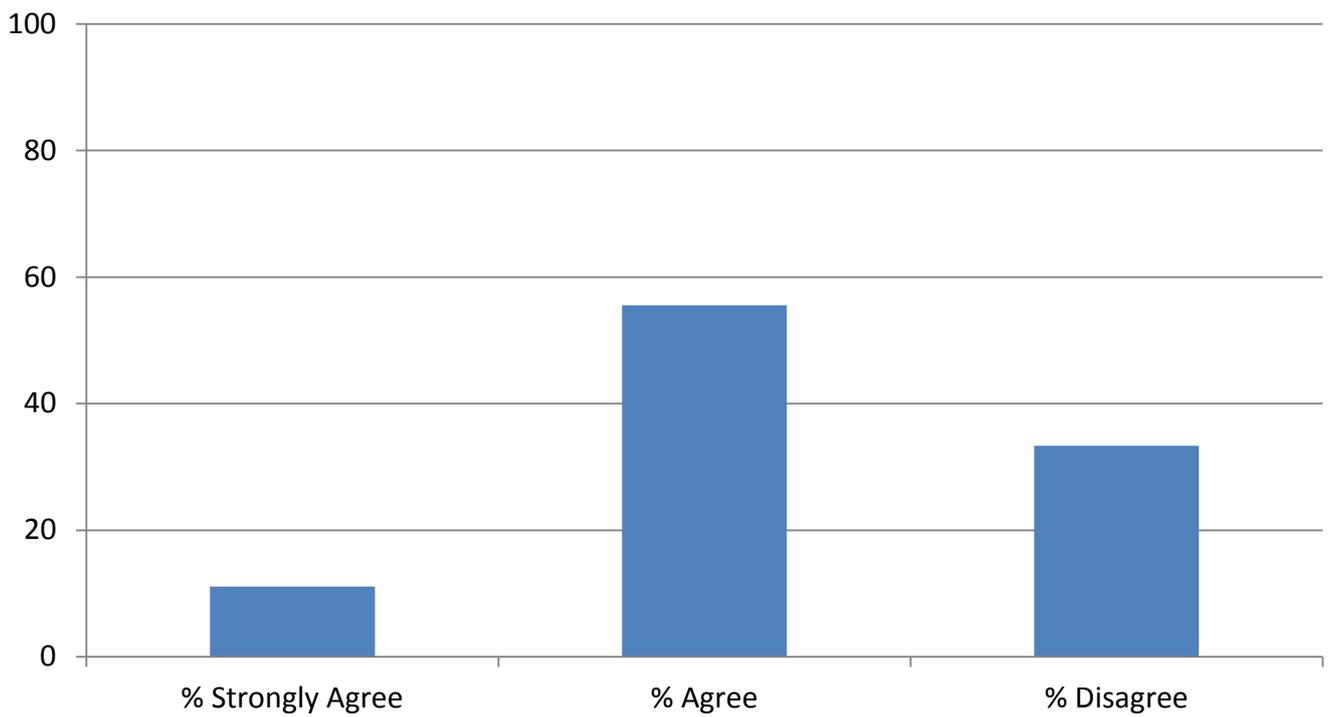


Figure 6: Response to question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience (n=8)

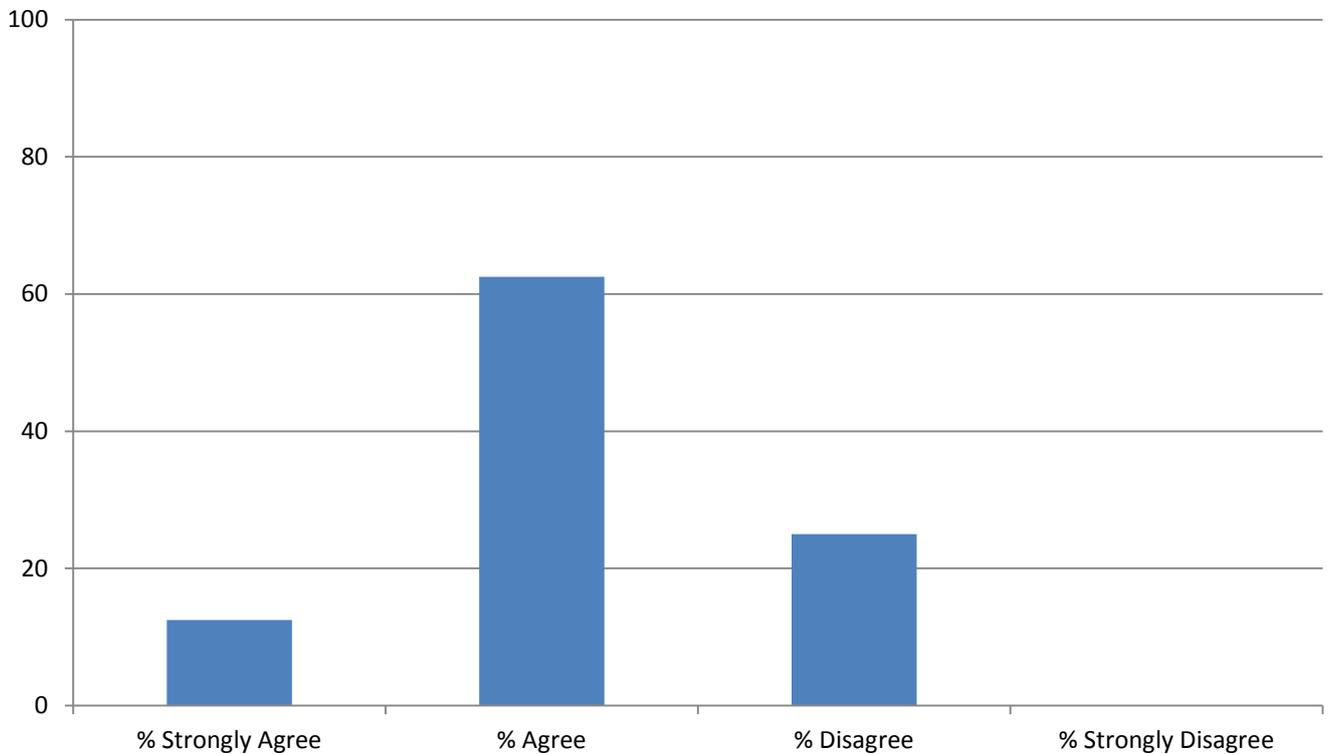


Figure 7: Response to question 15. The unit description clearly describes the focus and scope for this unit (n=6)

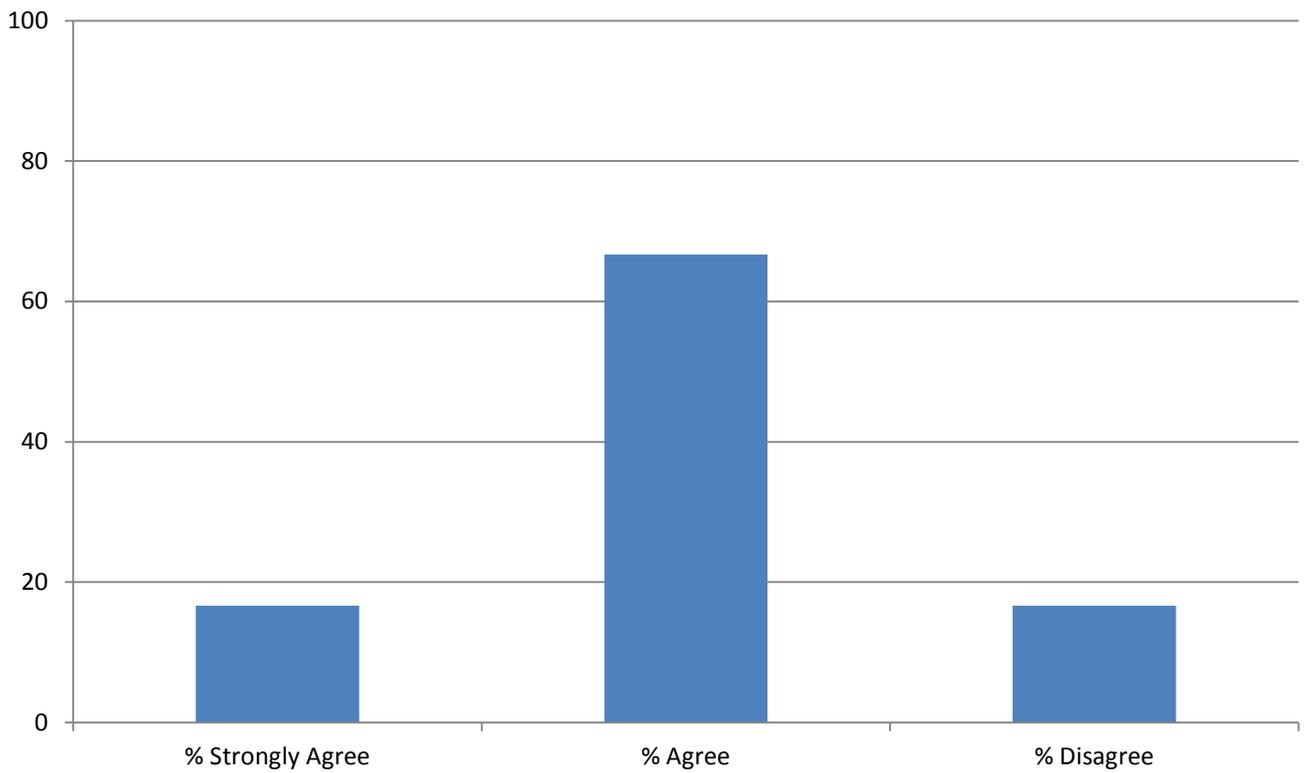


Figure8: Response to question 16. The unit outcomes describe clearly the expected learning for this unit (n=6)

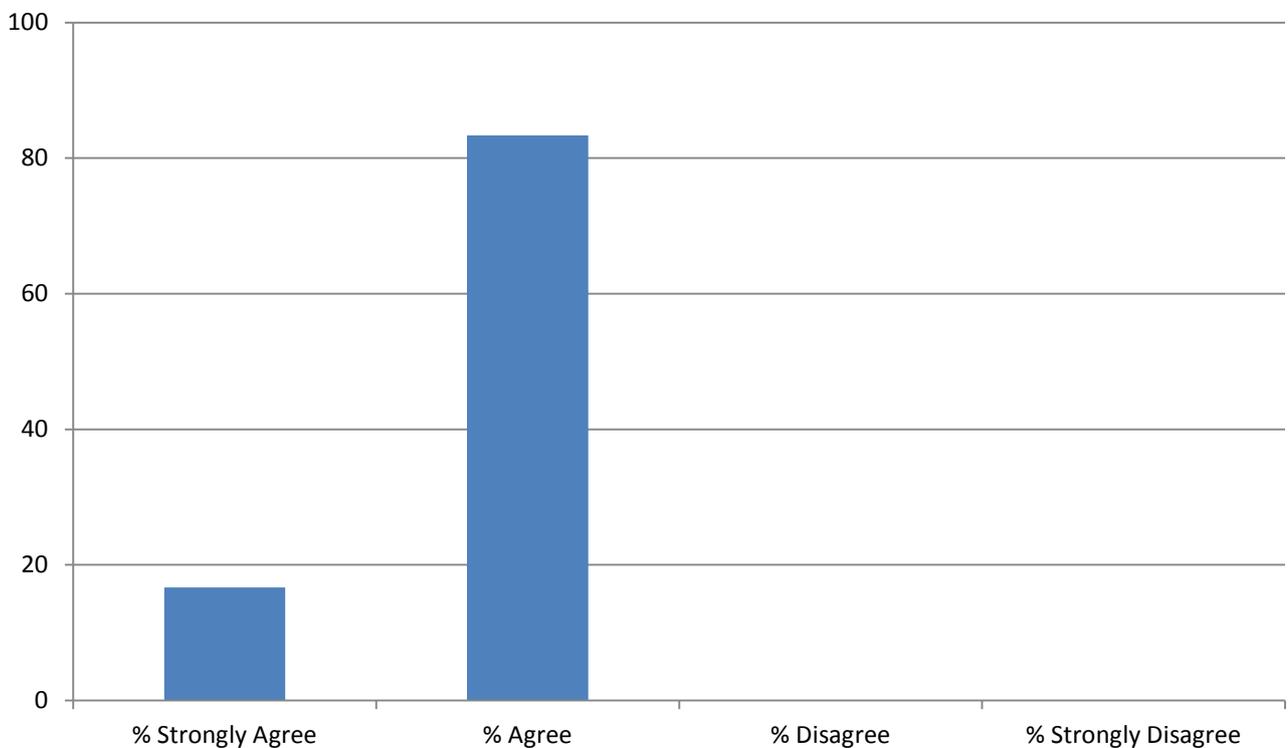


Figure 9: Response to question 17. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=6)

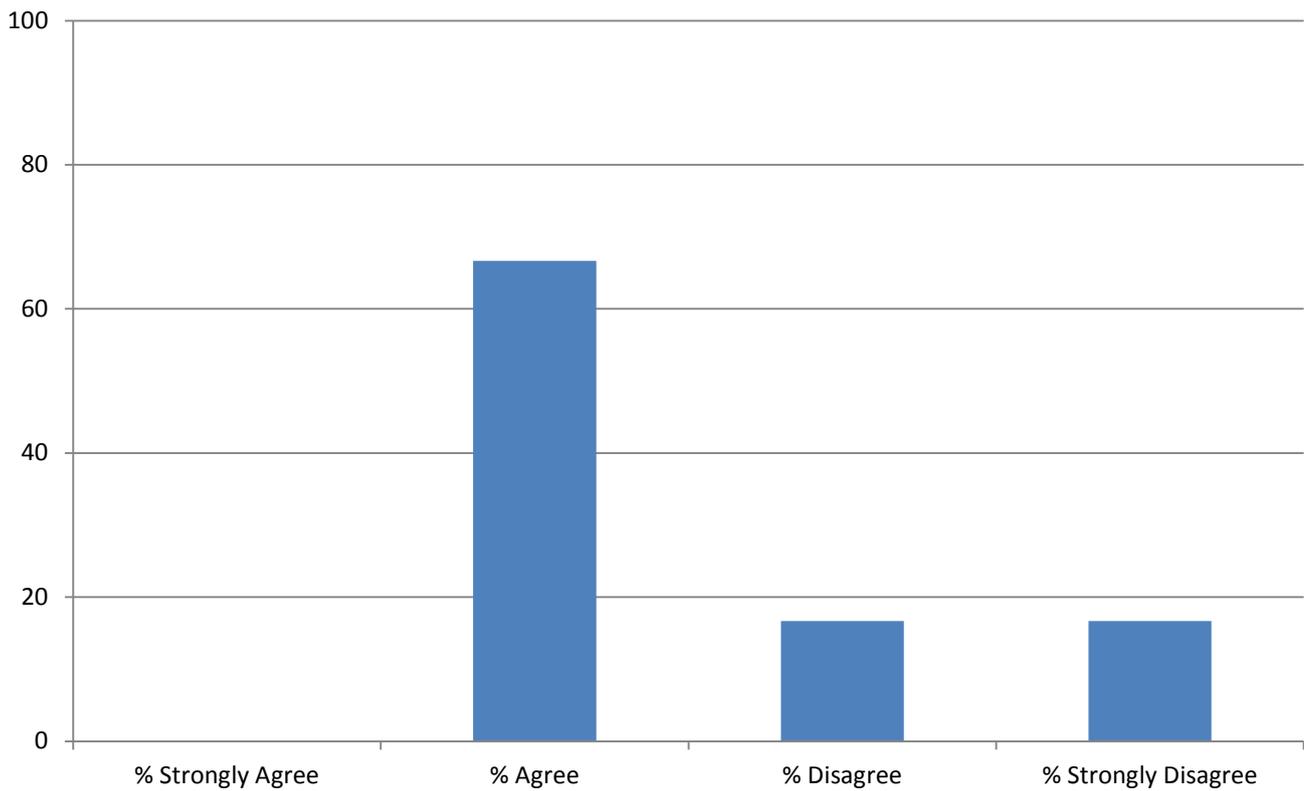


Figure 10: Response to question 18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=7)

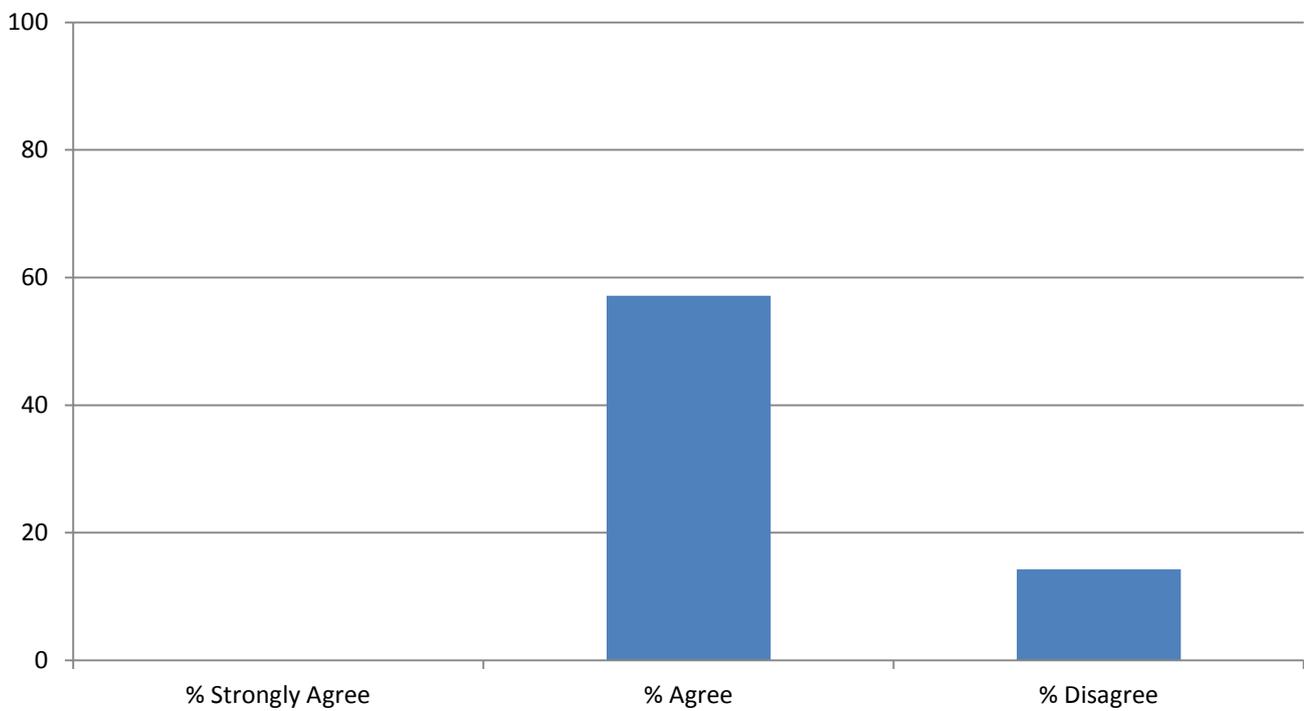


Figure 11: Response to question 19. The content descriptions are specific about what is to be taught (n=7)

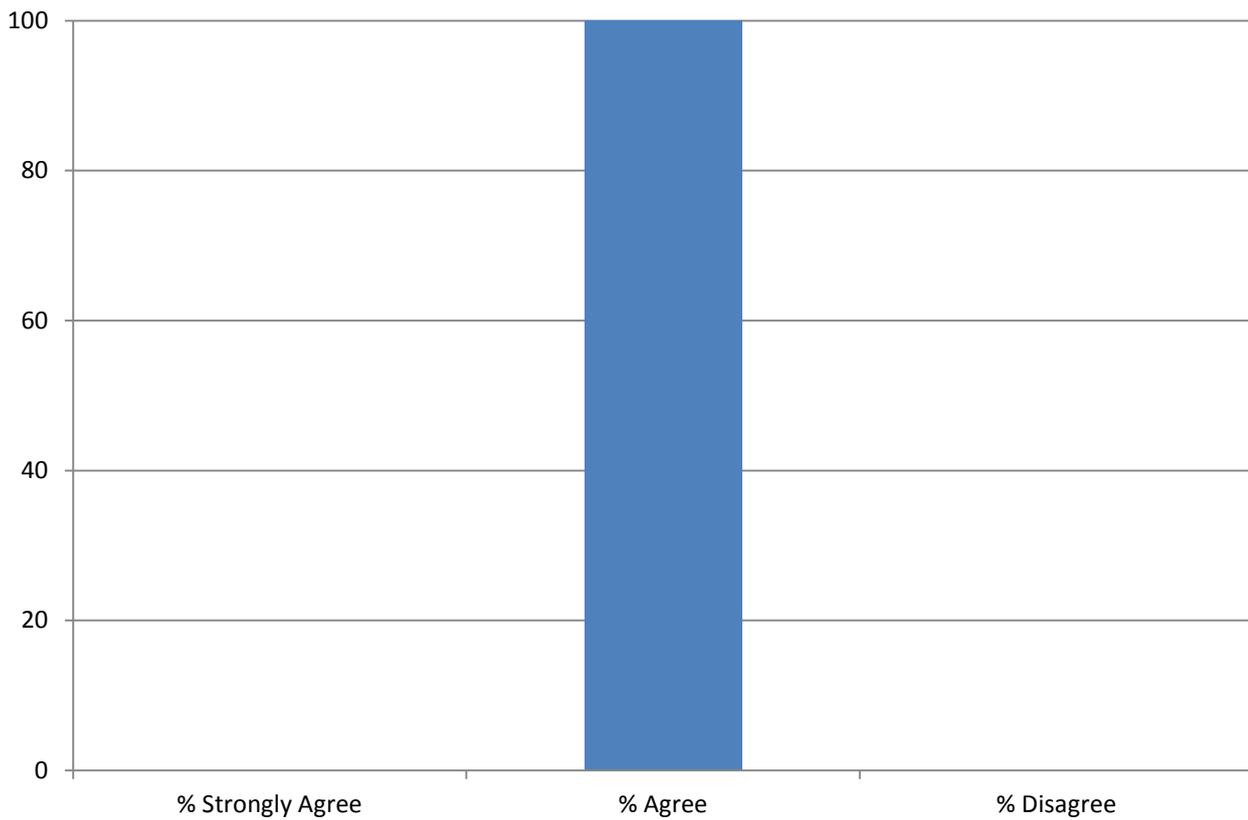


Figure 12: Response to question 20. Unit 2: The unit description clearly describes the focus and scope for this unit (n=6)

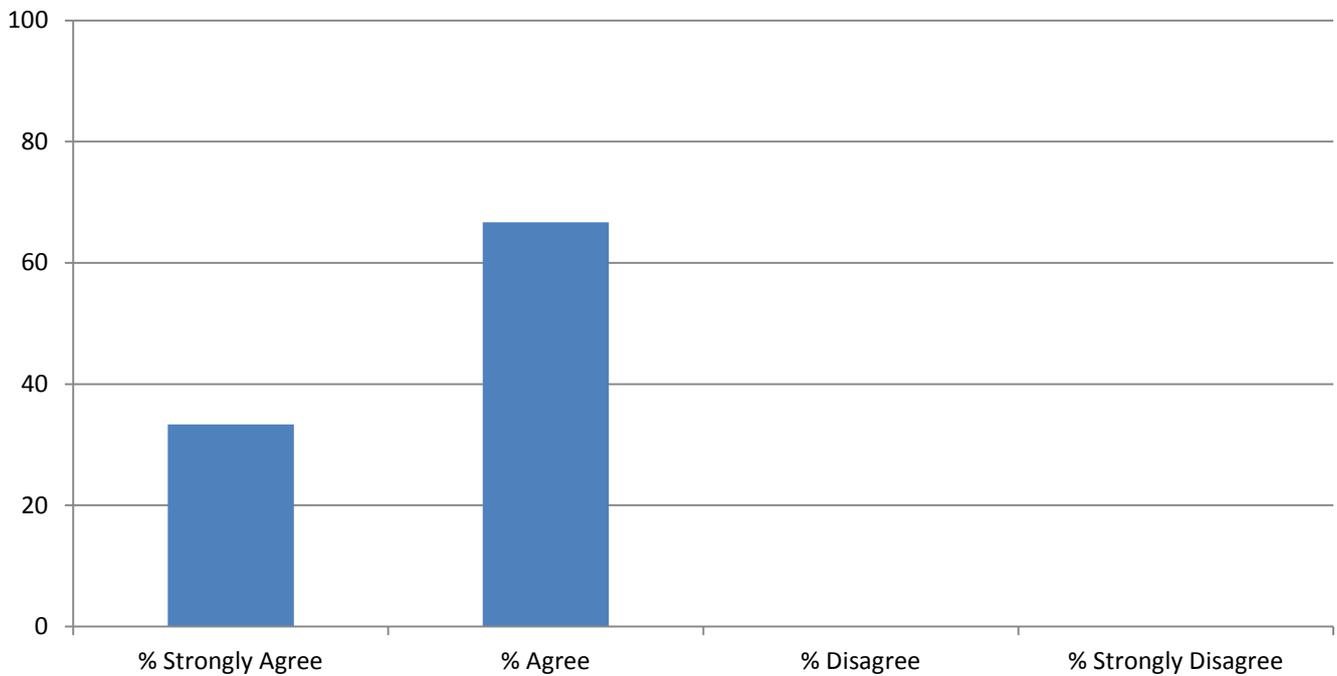


Figure 13: Response to question 21. The unit 2 outcomes describe clearly the expected learning for this unit (n=6)

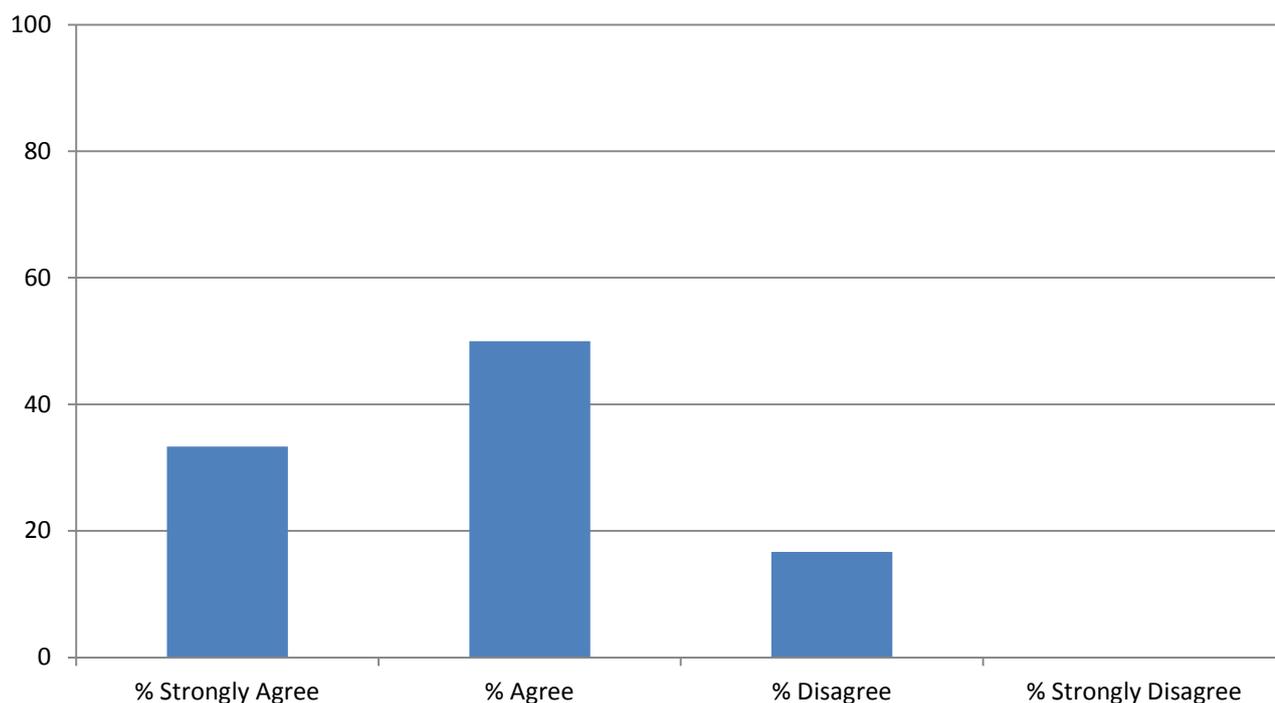


Figure 14: Response to question 22. The unit 2 contains relevant and appropriate content (knowledge, understanding and skills)

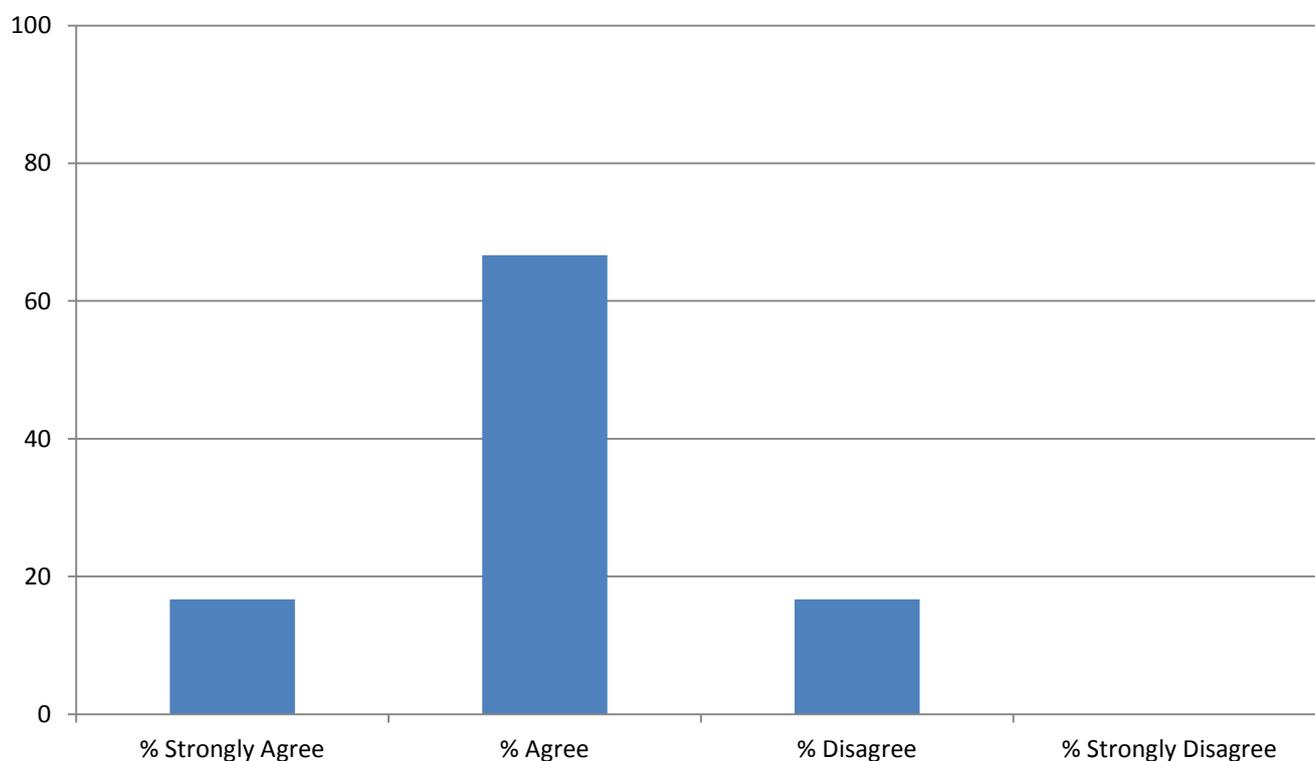


Figure 15: Response to question 23. The unit 2 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=6)

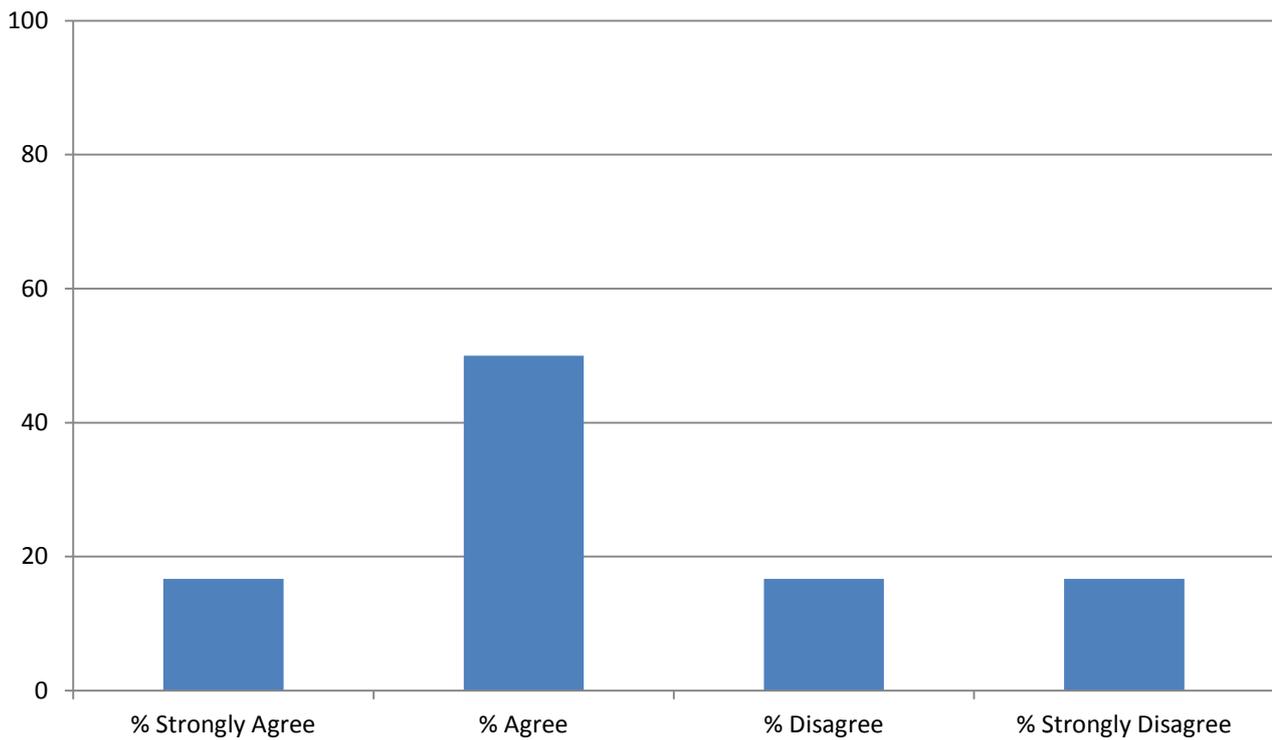


Figure 16: Response to question 24. The content descriptions are specific about what is to be taught (n=6)

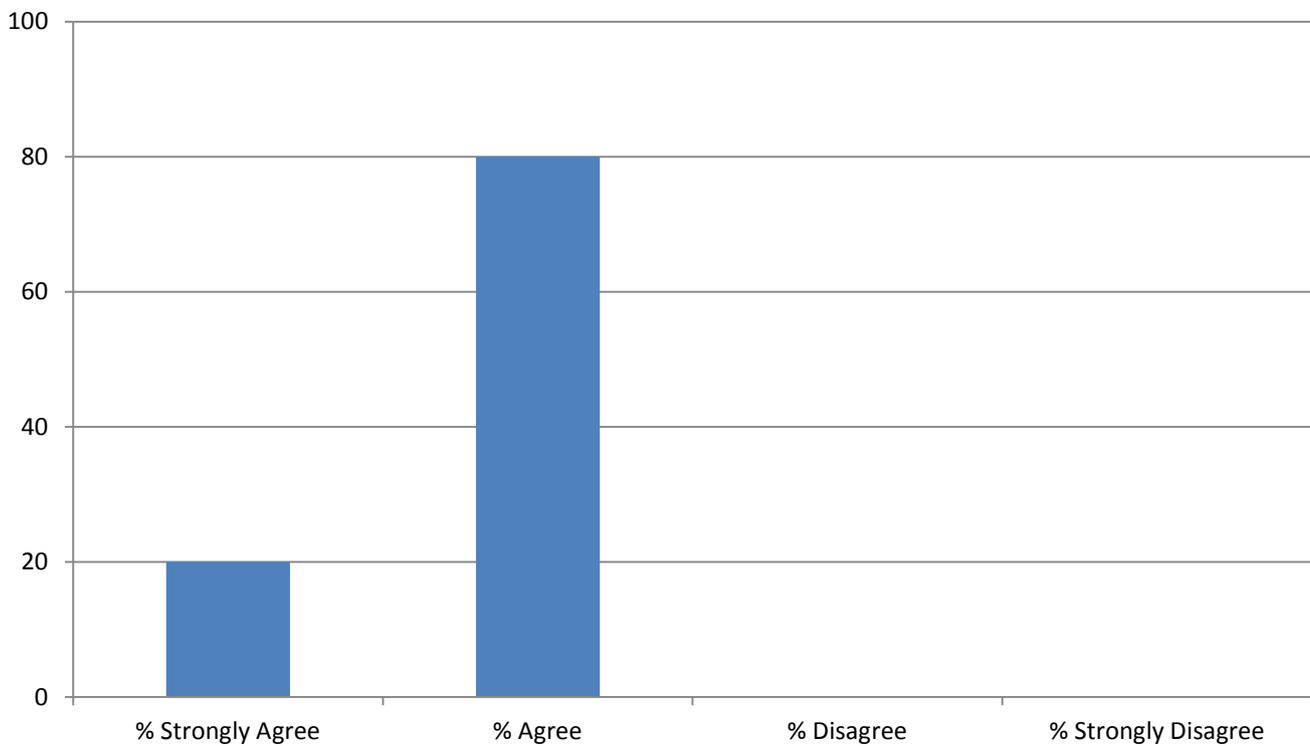


Figure 17: Response to question 25. Unit 1 and 2: There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=6)

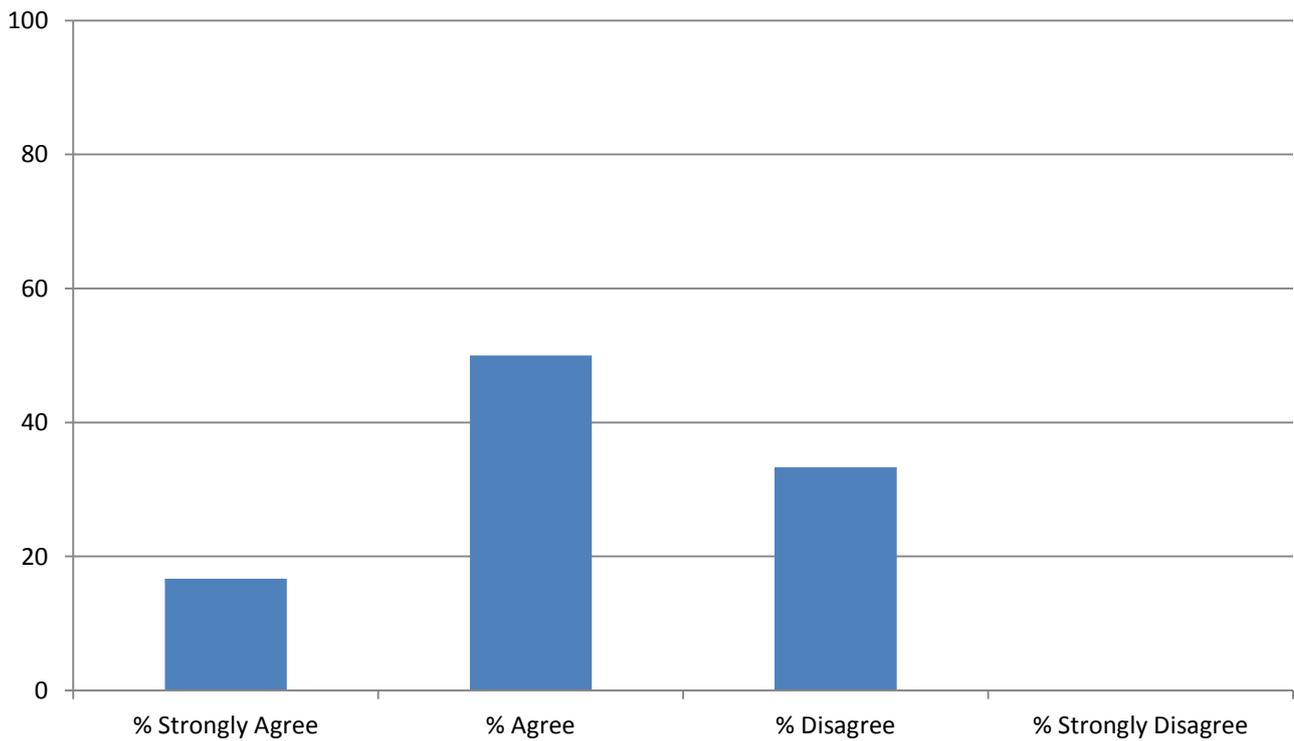


Figure 18: Response to question 26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=6)

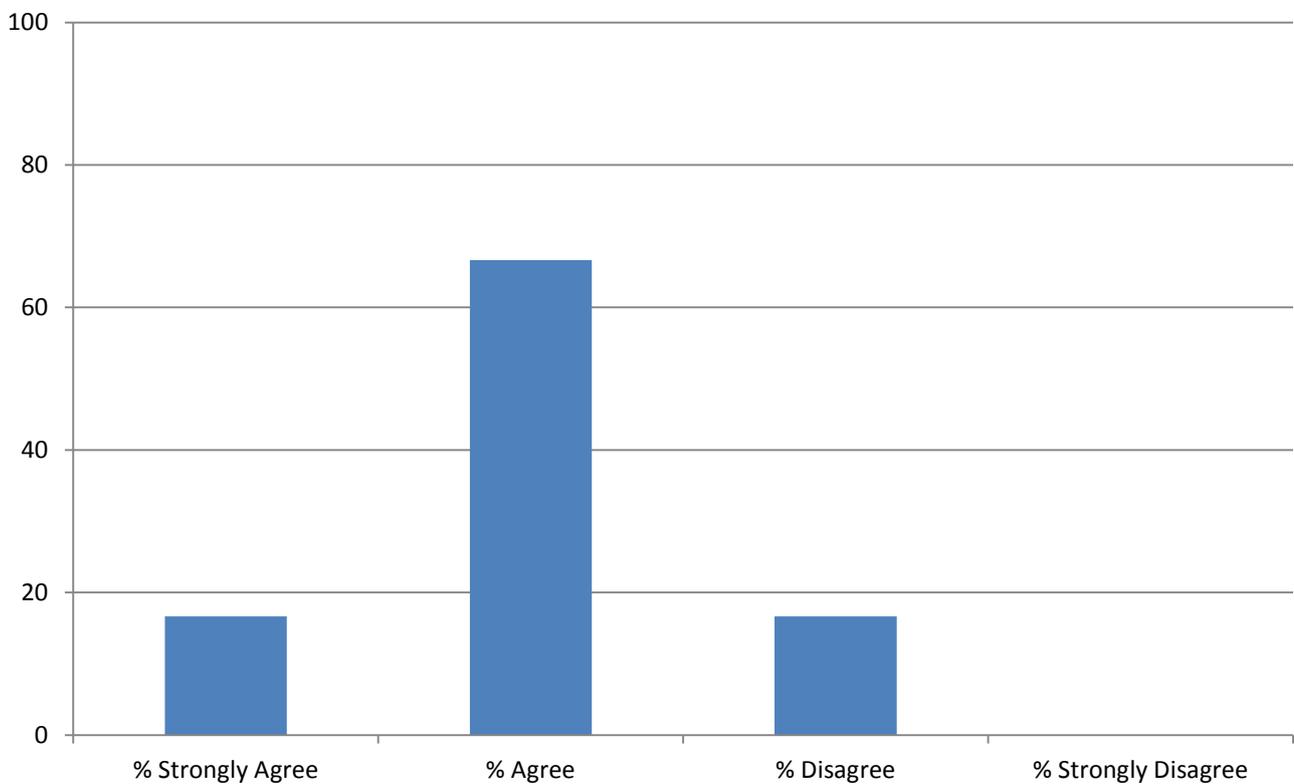


Figure 19: Response to question 27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=6)

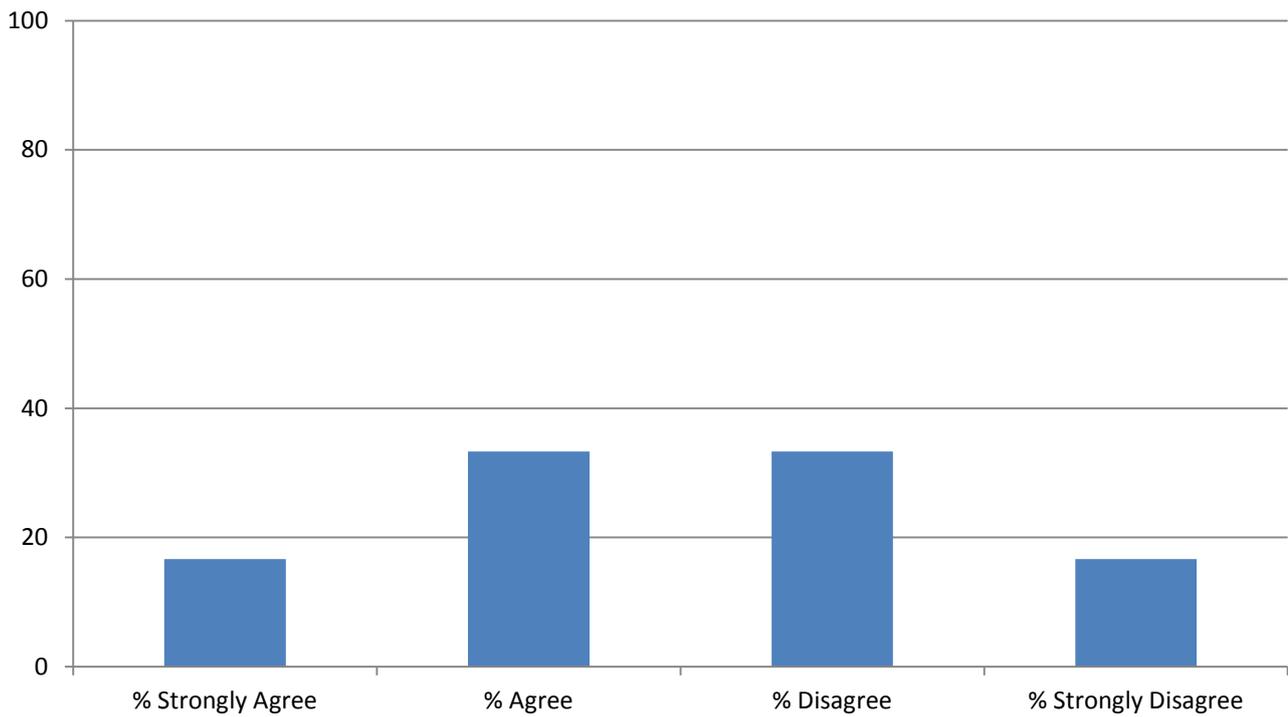


Figure 20: Response to question 28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=6)

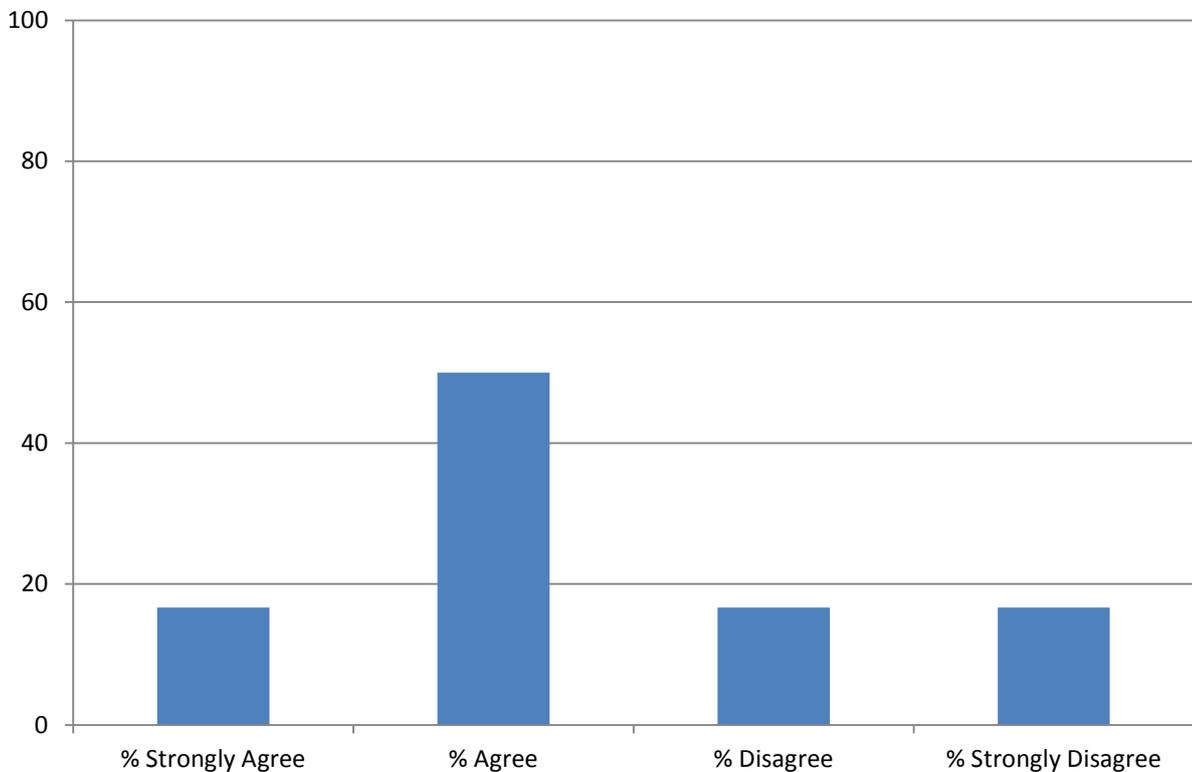


Figure 21: Response to question 29. Unit 3: The unit description clearly describes the focus and scope for this unit (n=6)

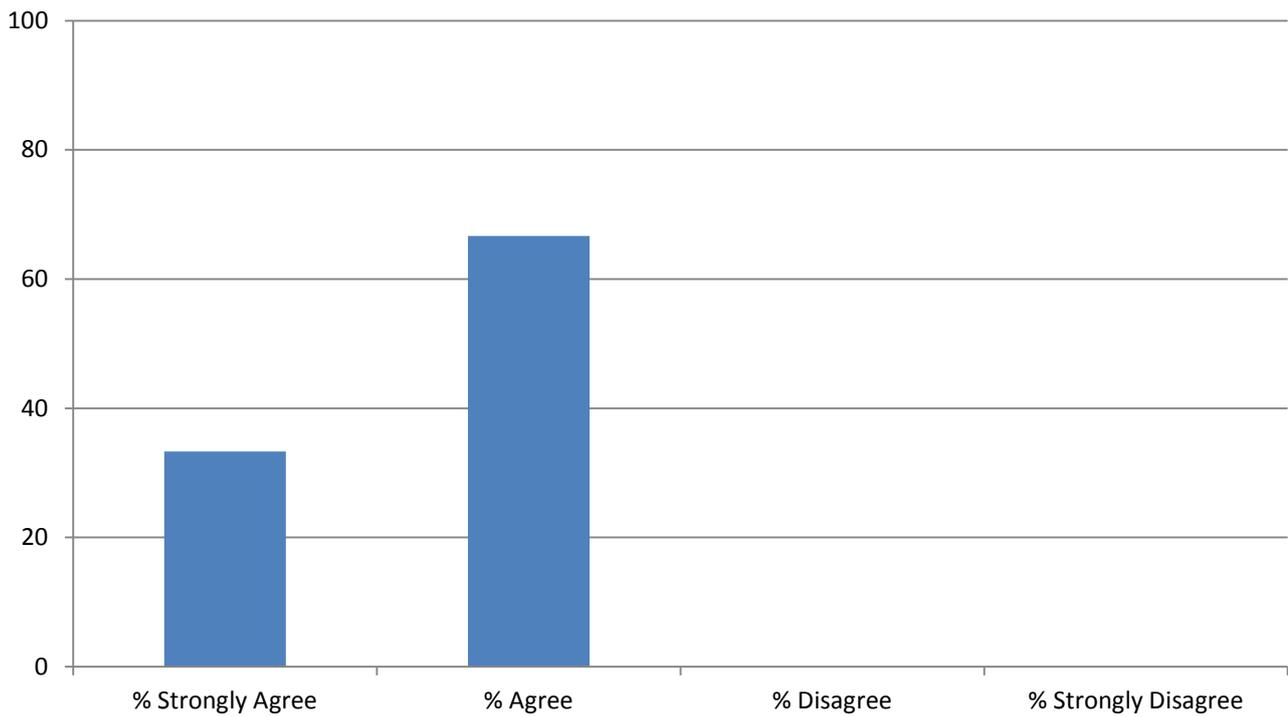


Figure 22: Response to question 30. The unit 3 outcomes describe clearly the expected learning for this unit (n=6)

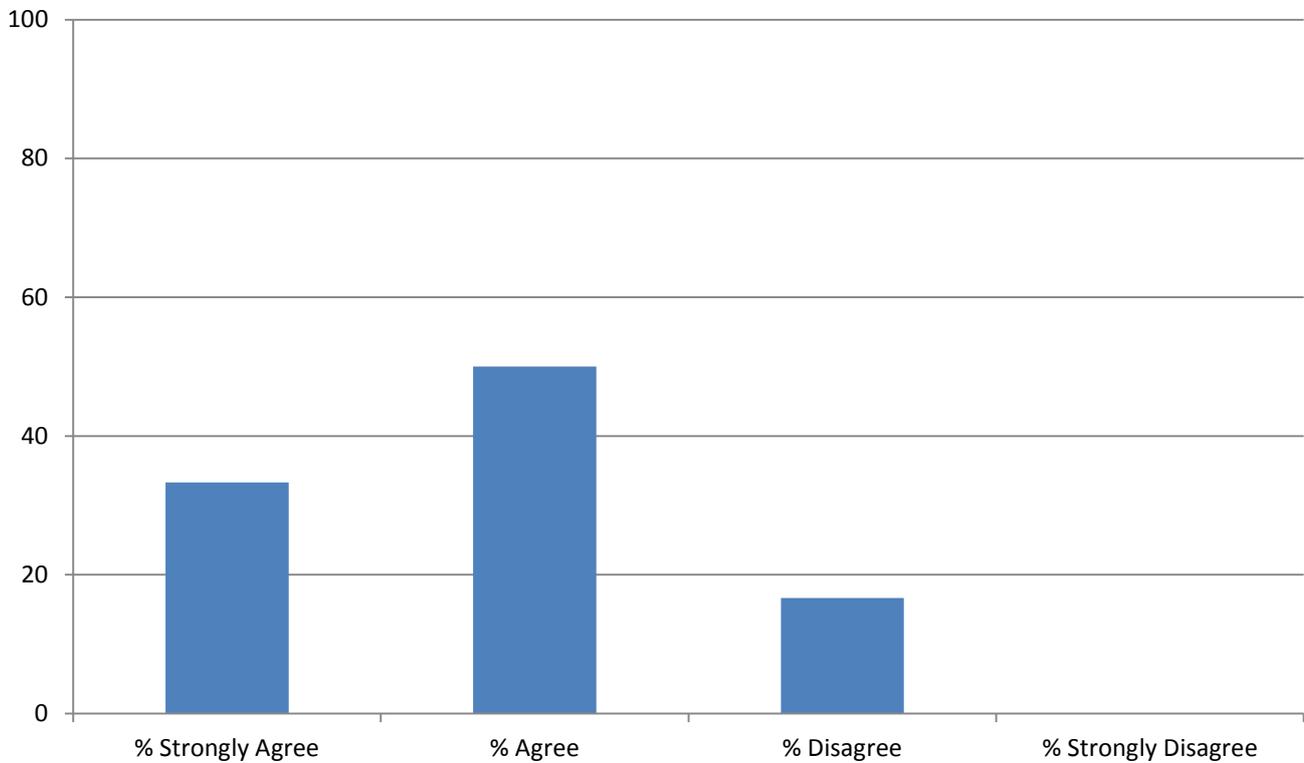


Figure 23: Response to question 31. The unit 3 contains relevant and appropriate content (knowledge, understanding and skills) (n=6)

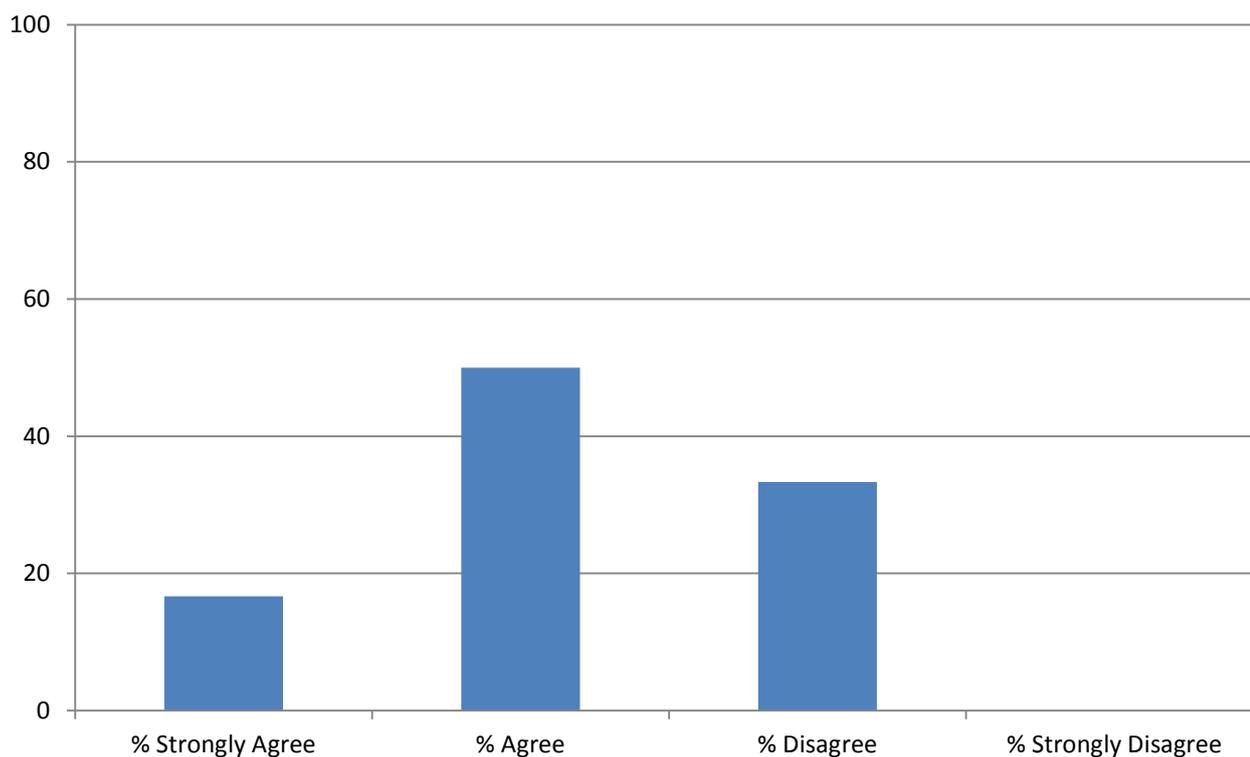


Figure 24: Response to question 32. The unit 3 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=6)

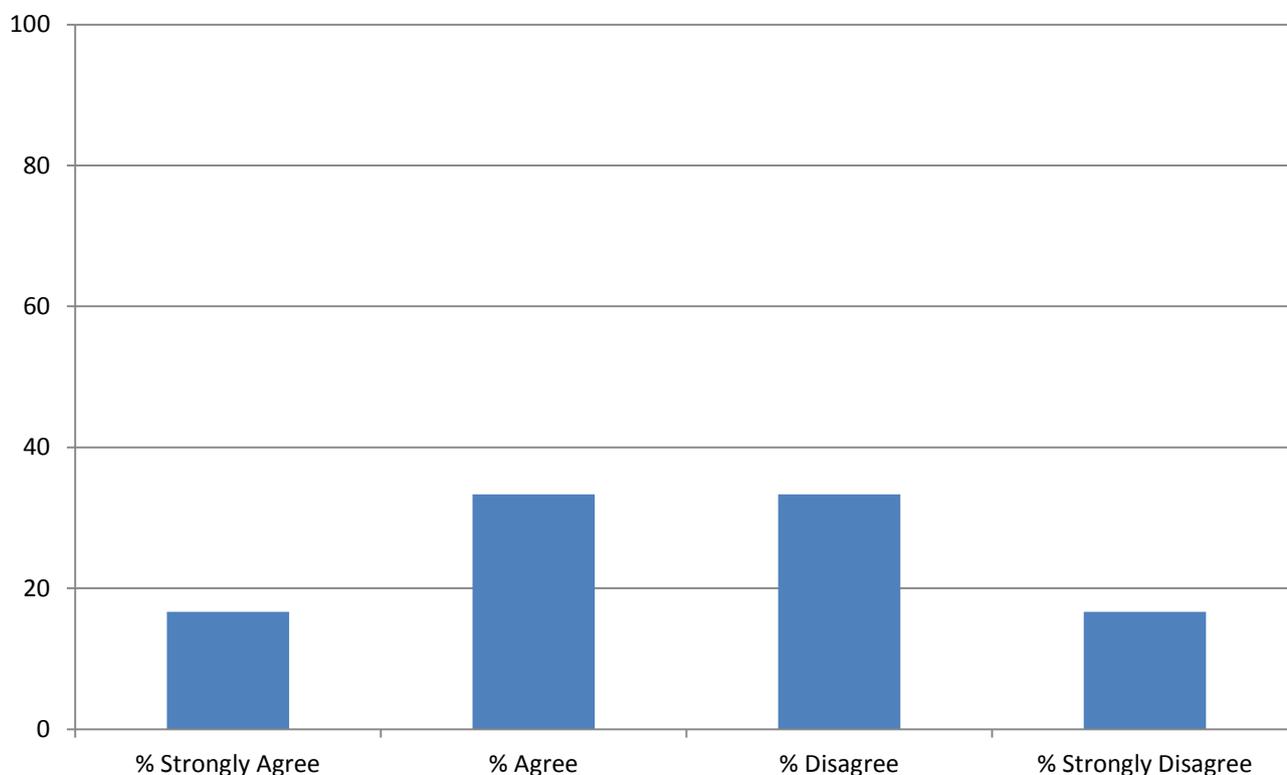


Figure 25: Response to question 33. The content descriptions are specific about what is to be taught (n=6)

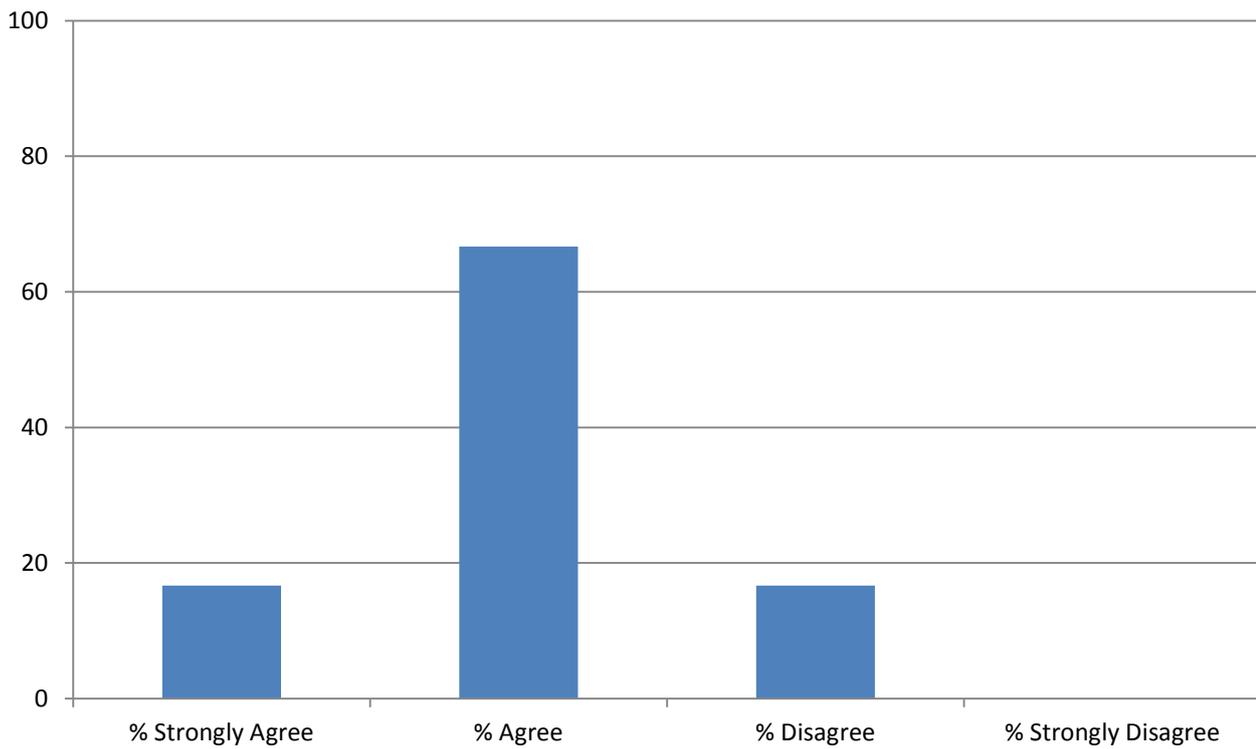


Figure 26: Response to question 34. Unit 4: The unit description clearly describes the focus and scope for this unit (n=6)

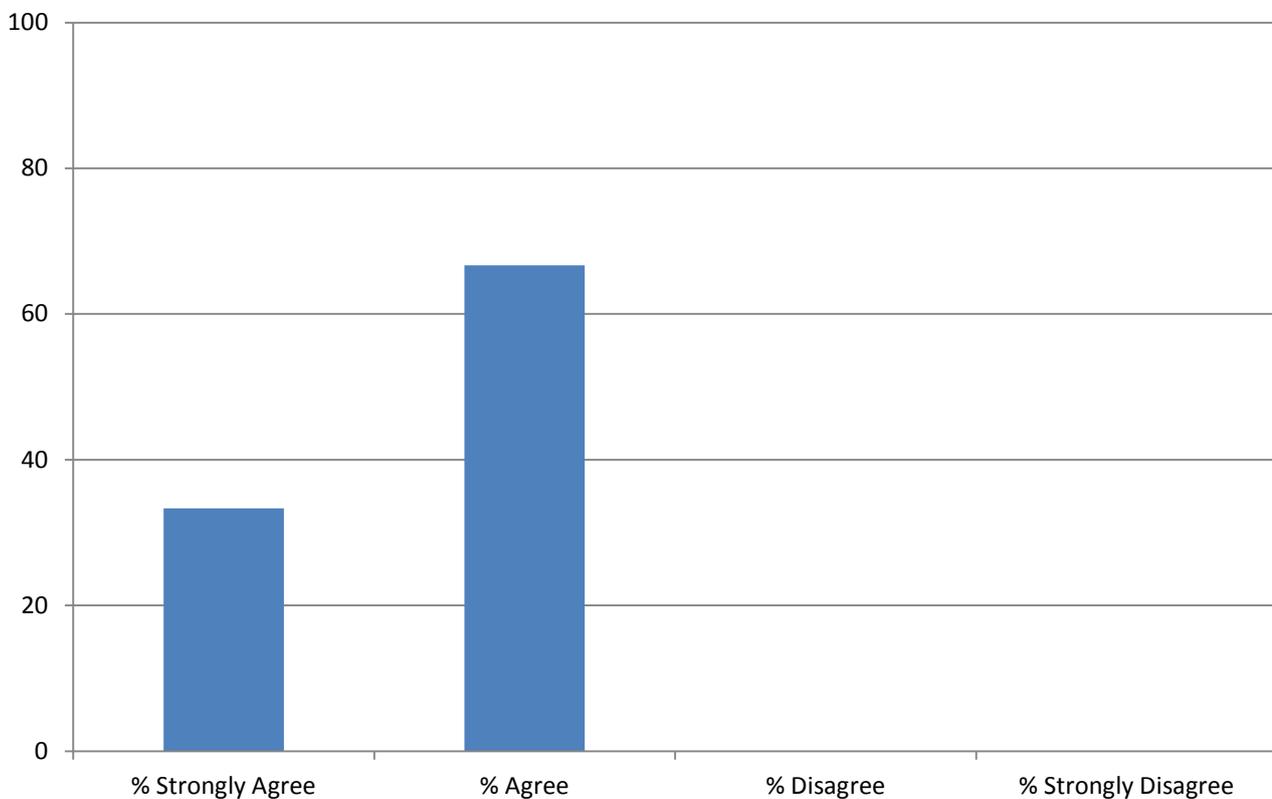


Figure 27: Response to question 35. The unit 4 outcomes describe clearly the expected learning for this unit (n=7)

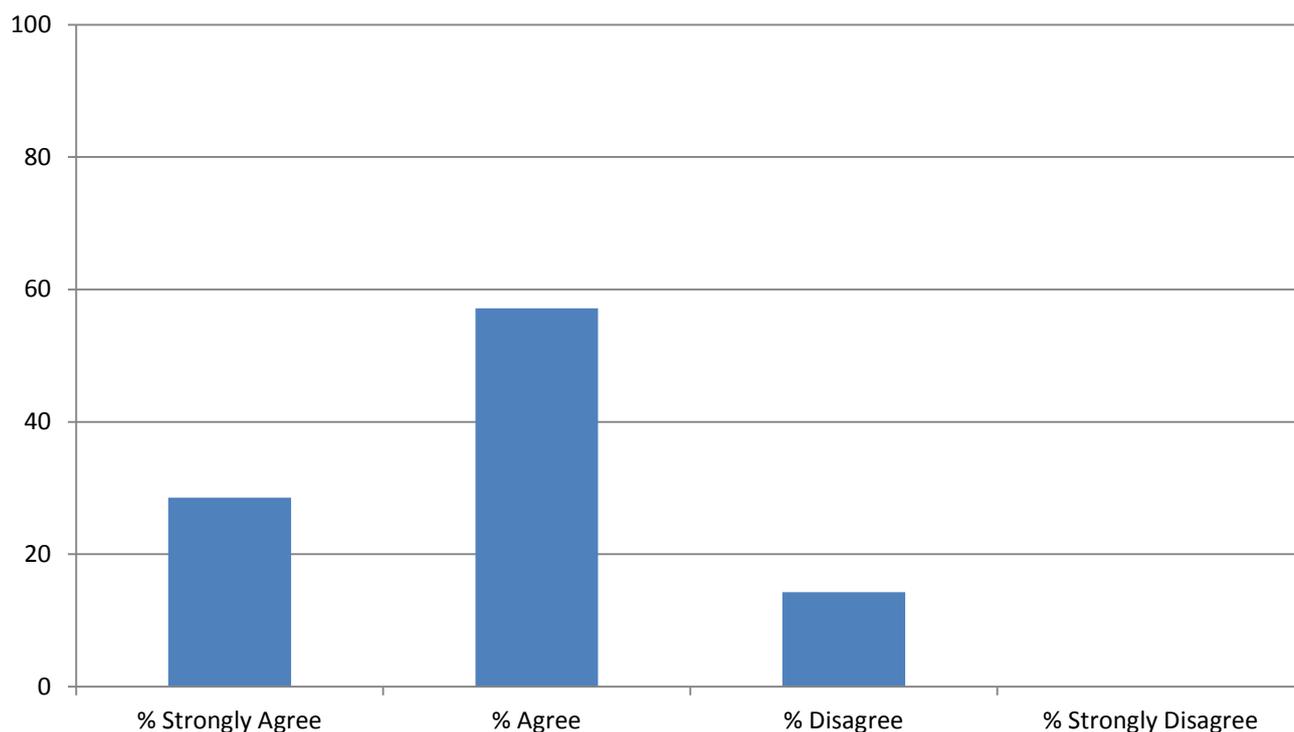


Figure 28: Response to question 36. The unit 4 contains relevant and appropriate content (knowledge, understanding and skills) (n=7)

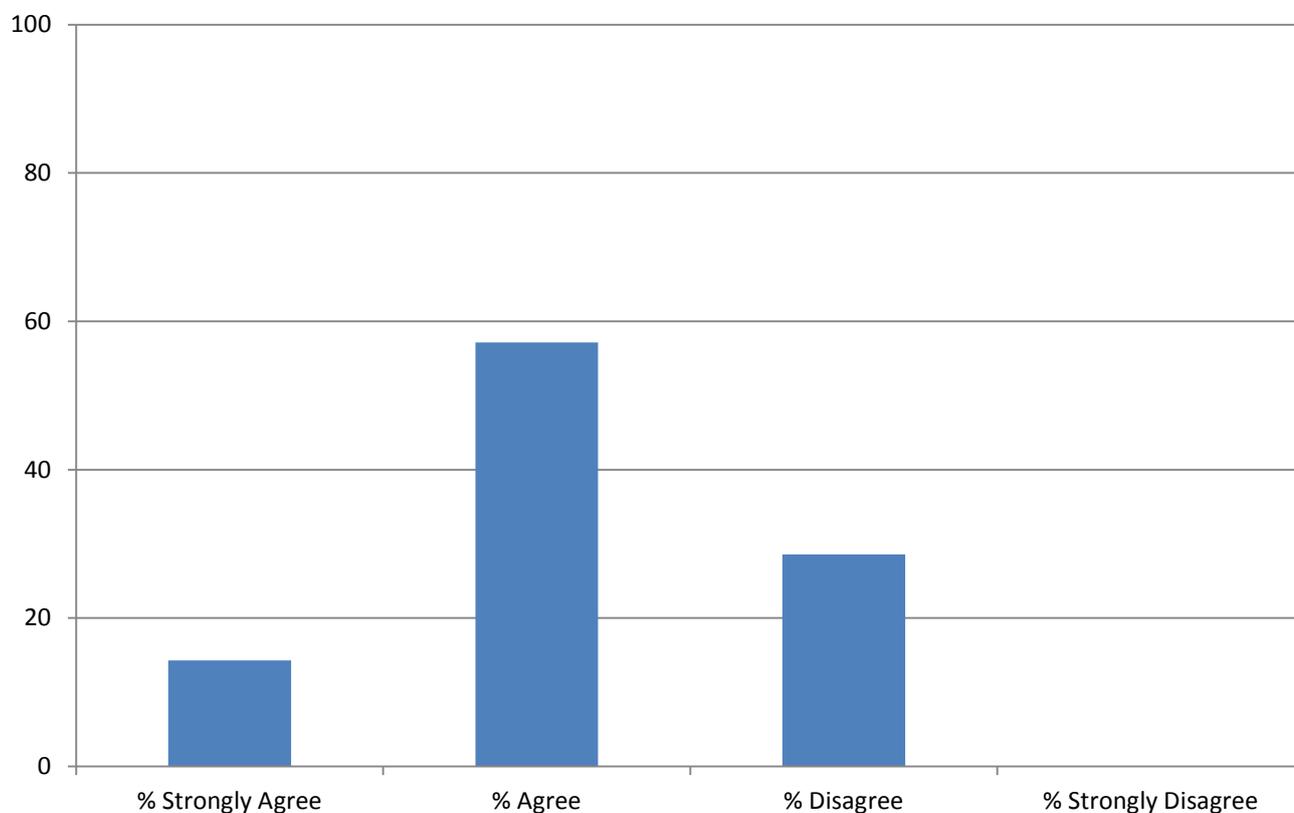


Figure 29: Response to question 37. The unit 4 contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=6)

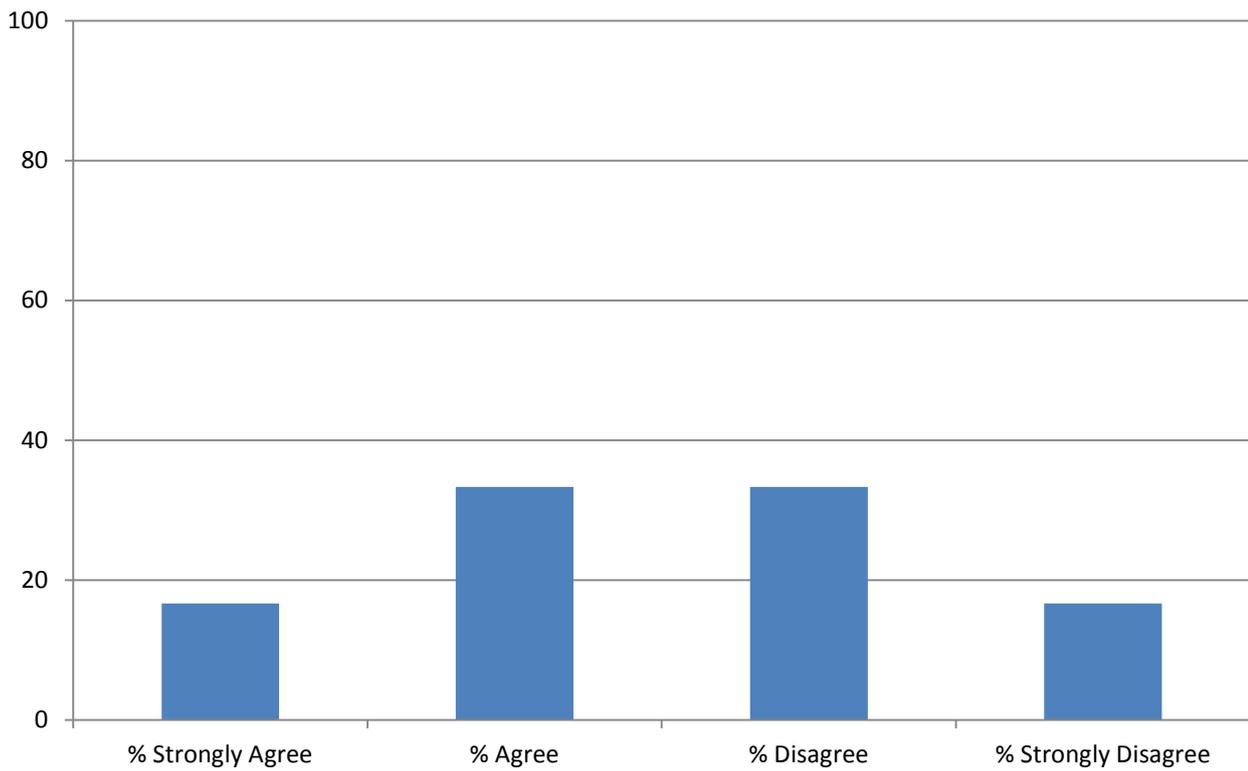


Figure 30: Response to question 38. The content descriptions are specific about what is to be taught (n=6)

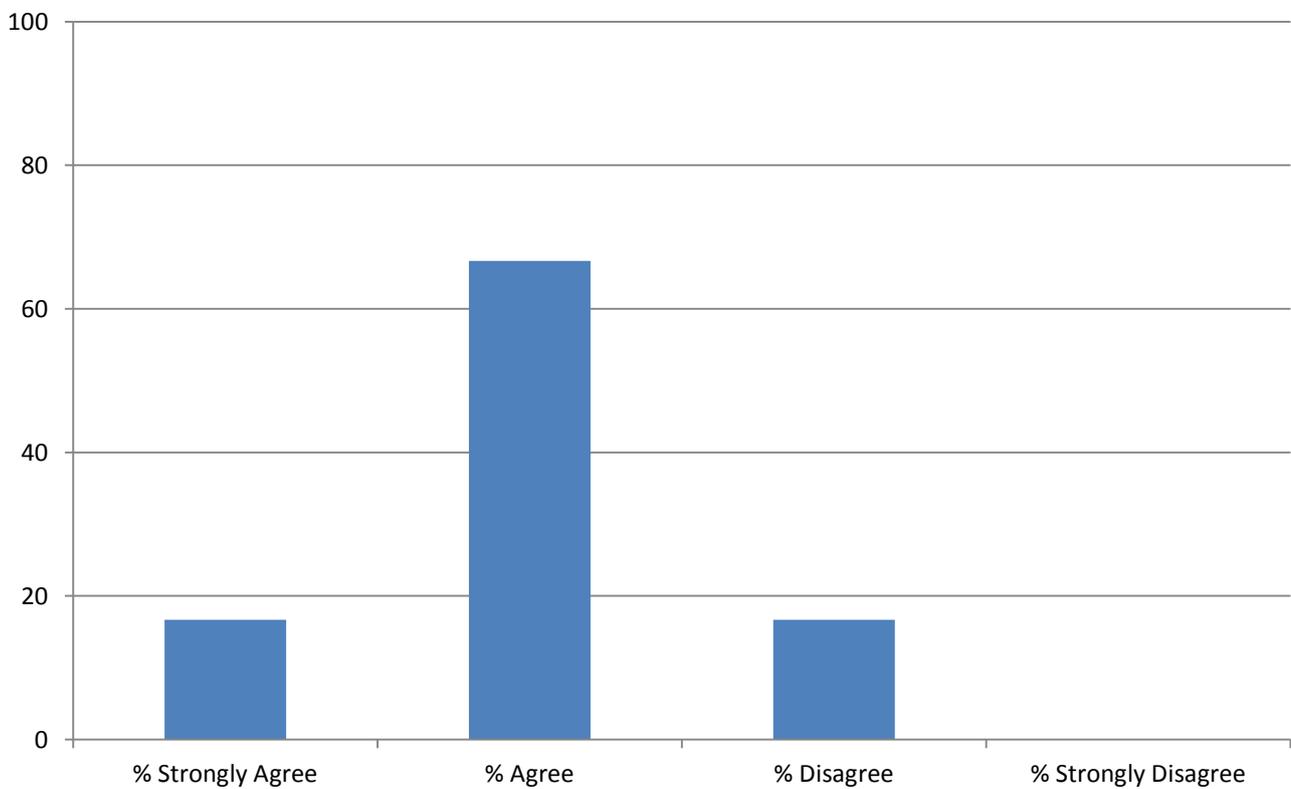


Figure 31: Response to question 39. Unit 3 and 4 There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=7)

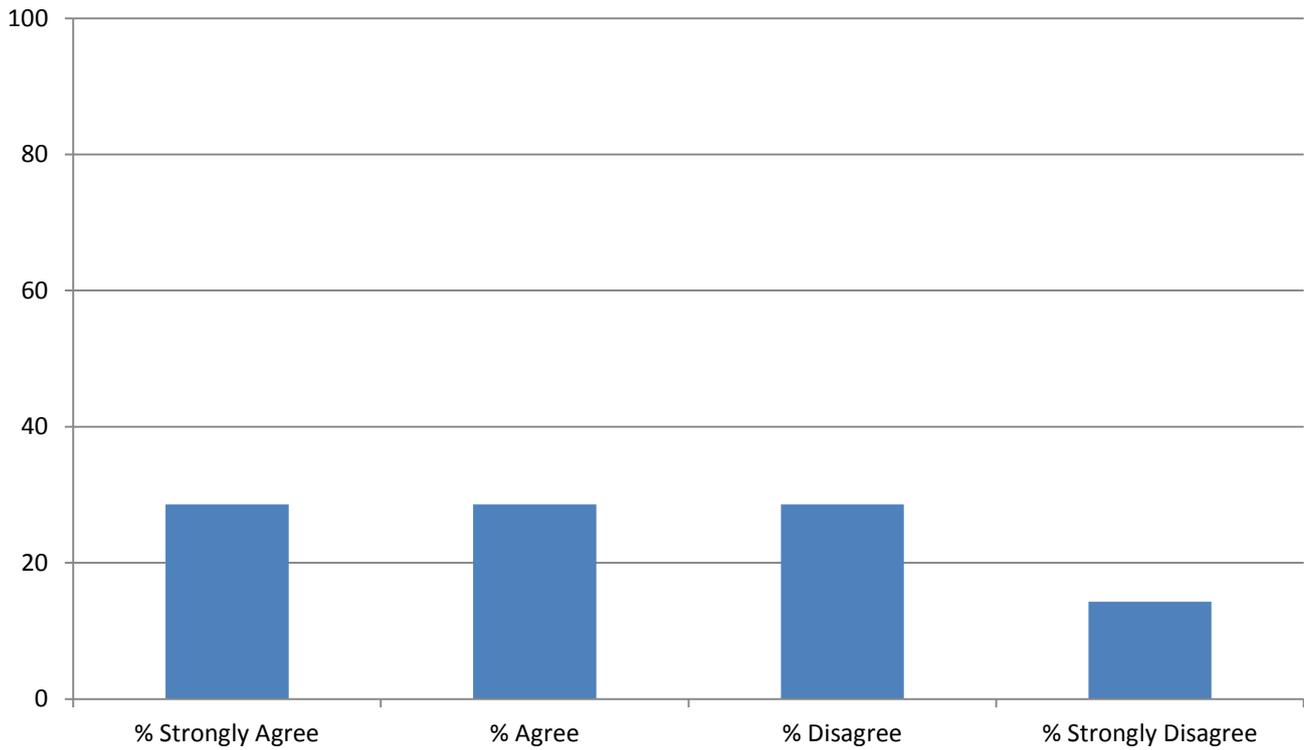


Figure 32: Response to question 40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=7)

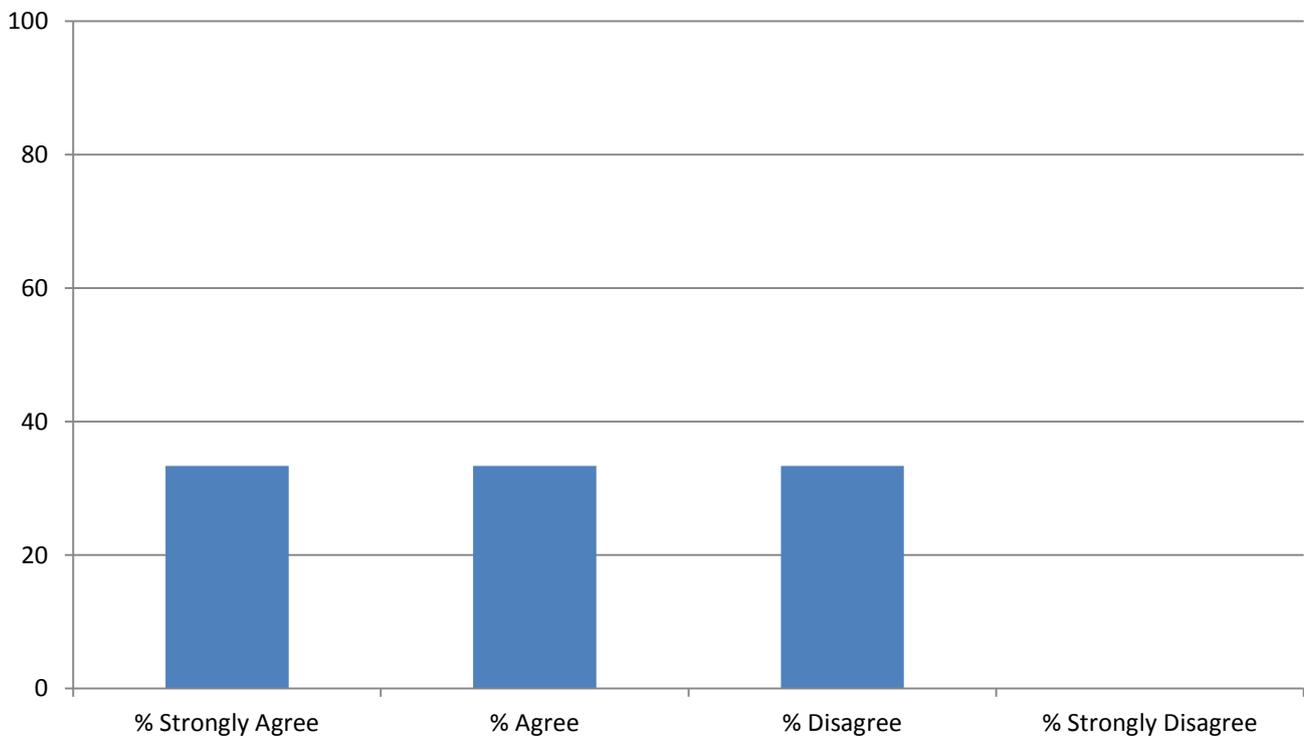


Figure 33: Response to question 41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=7)

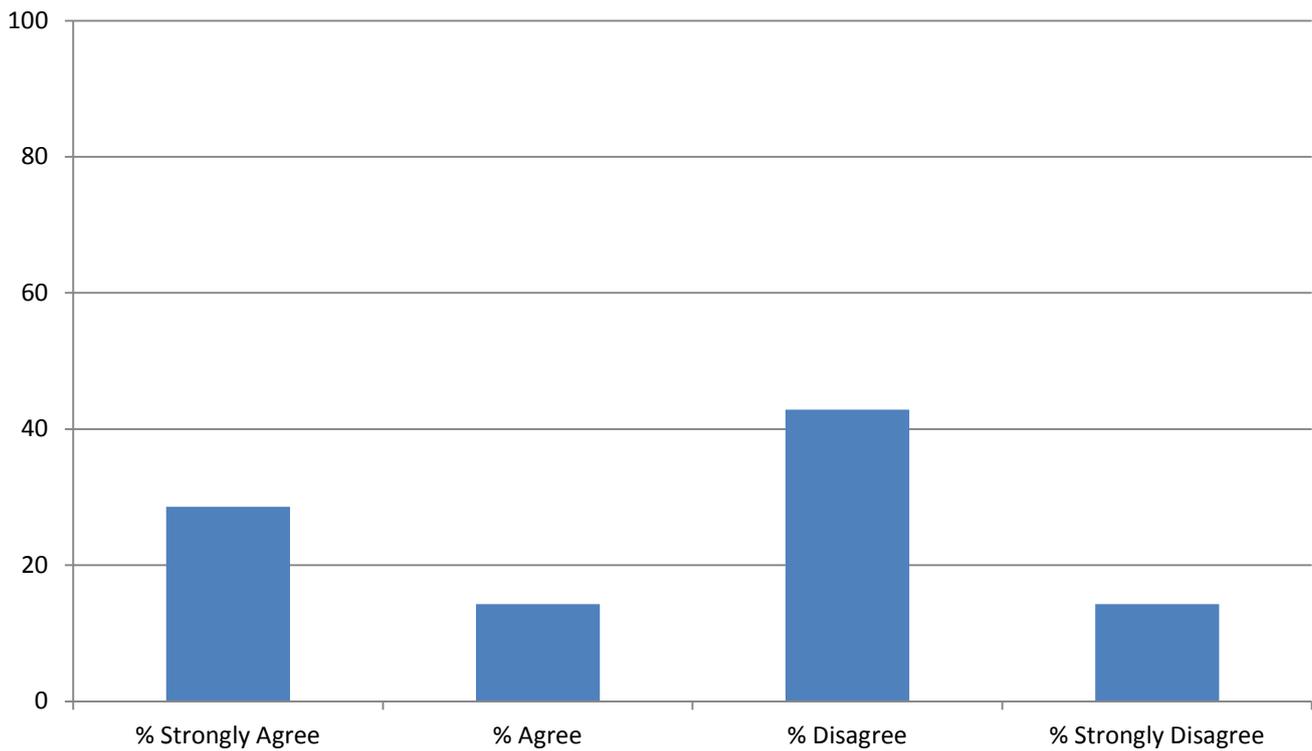


Figure 34: Response to Question 42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=7)

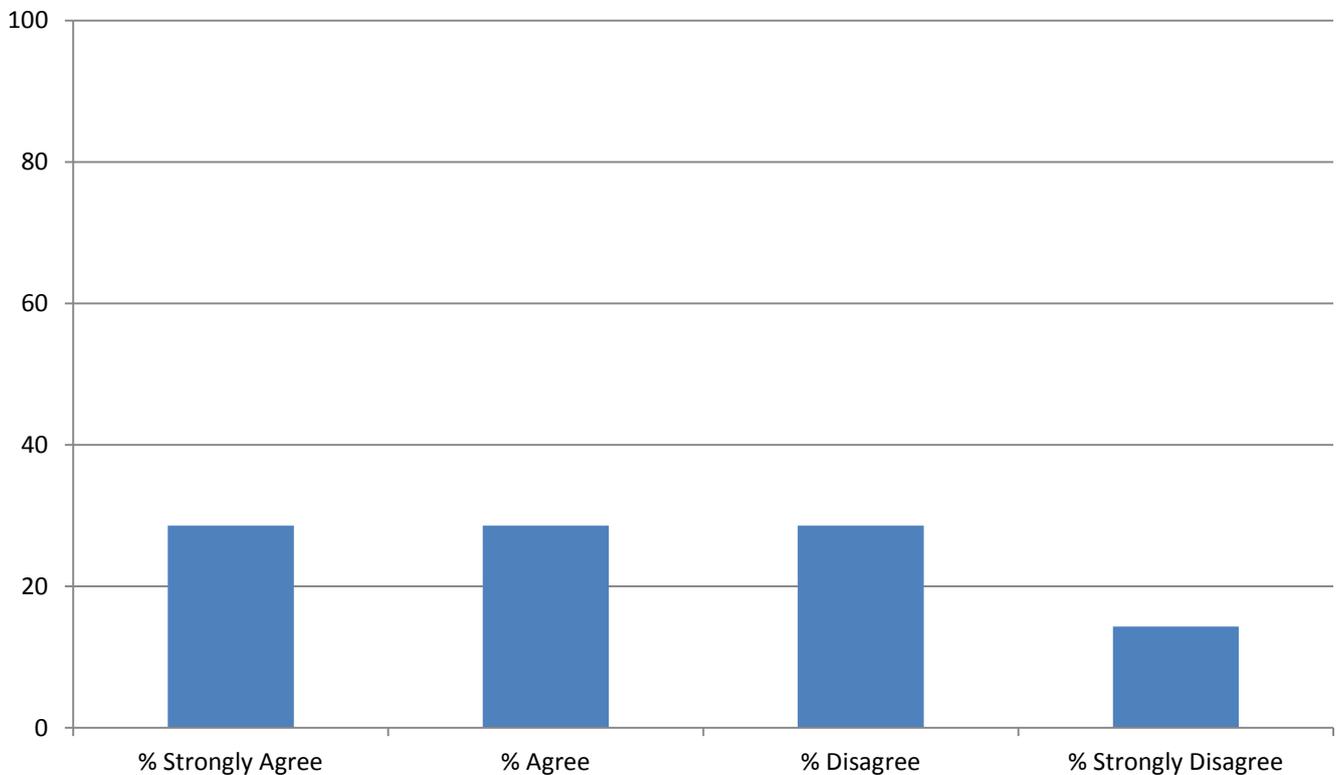


Figure 35: Response to question 43. The general capabilities that naturally fit with this subject are appropriately represented (n= 7)

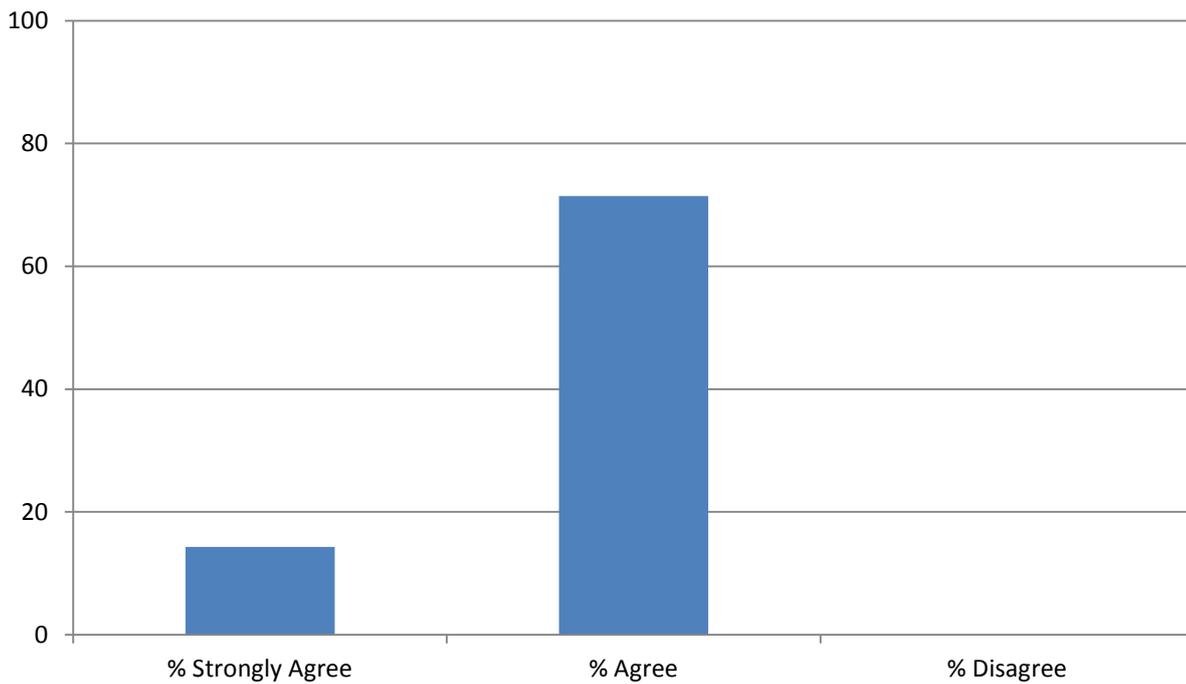


Figure 36: Response to question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented (n=6)

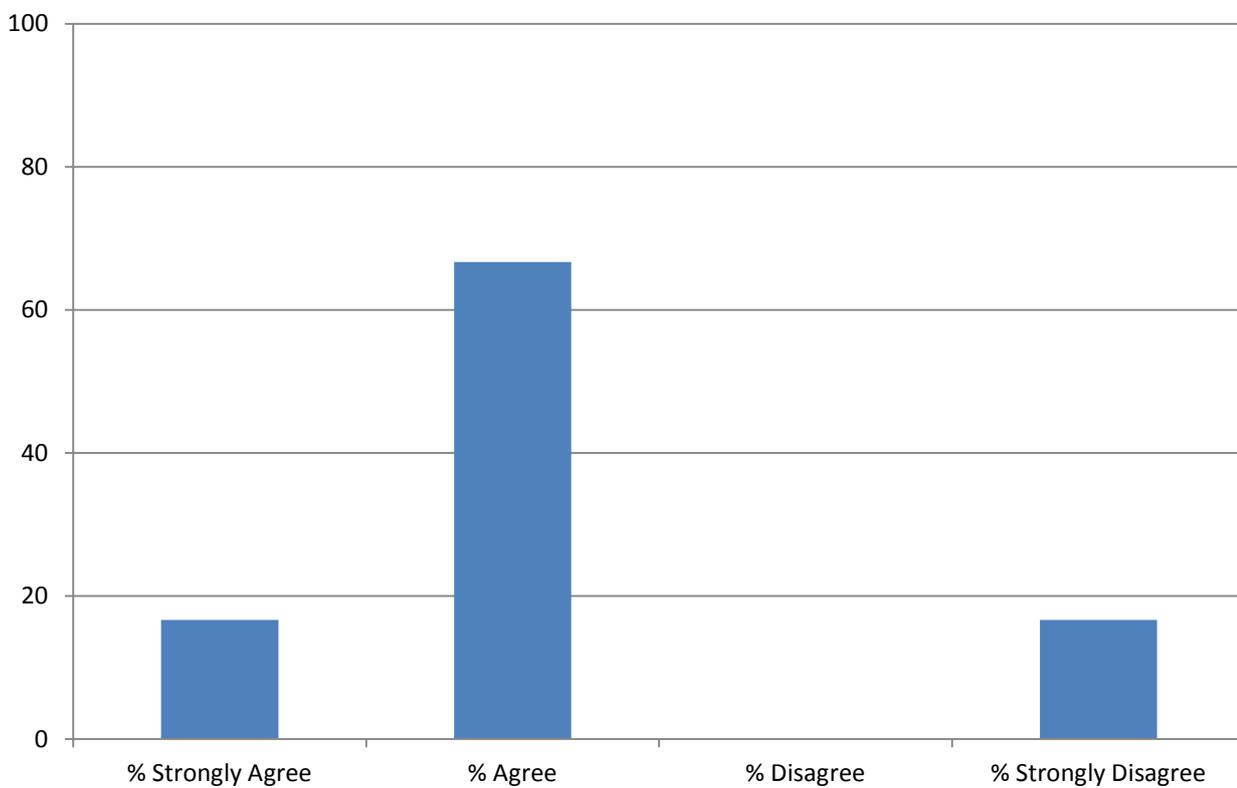


Figure 36: Response to question 45. The glossary is comprehensive (n=7)

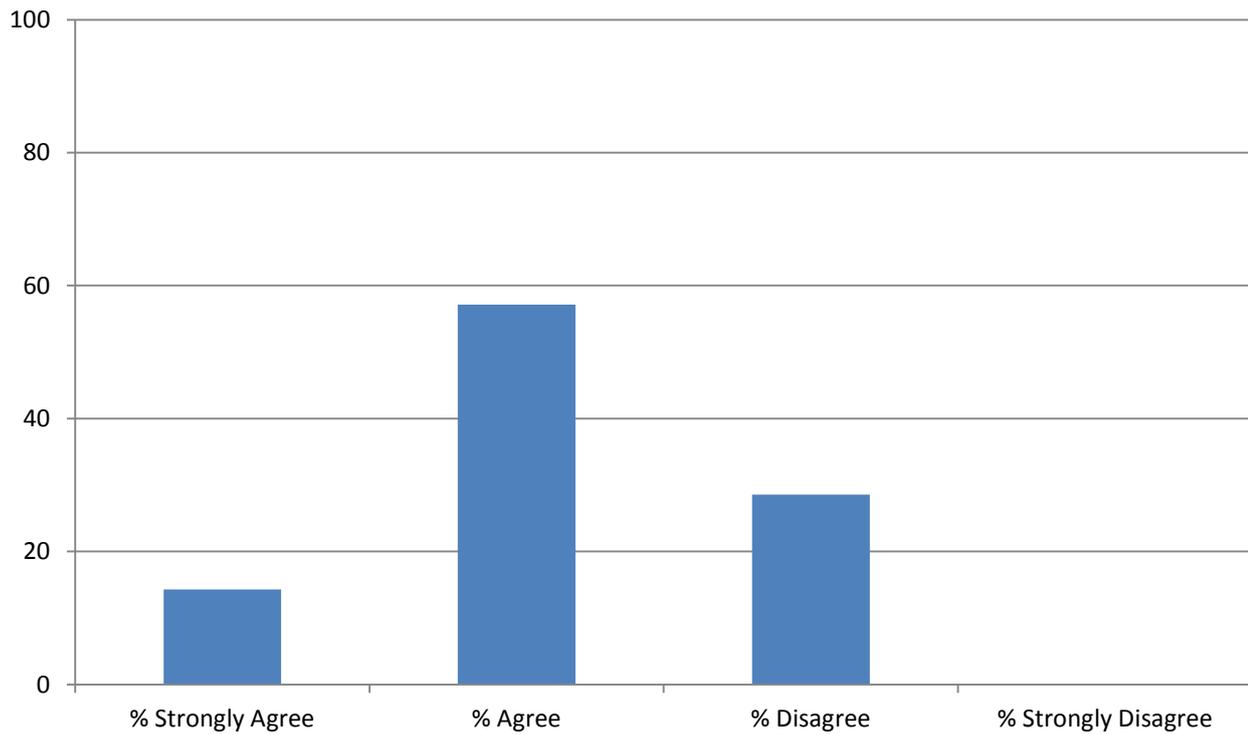
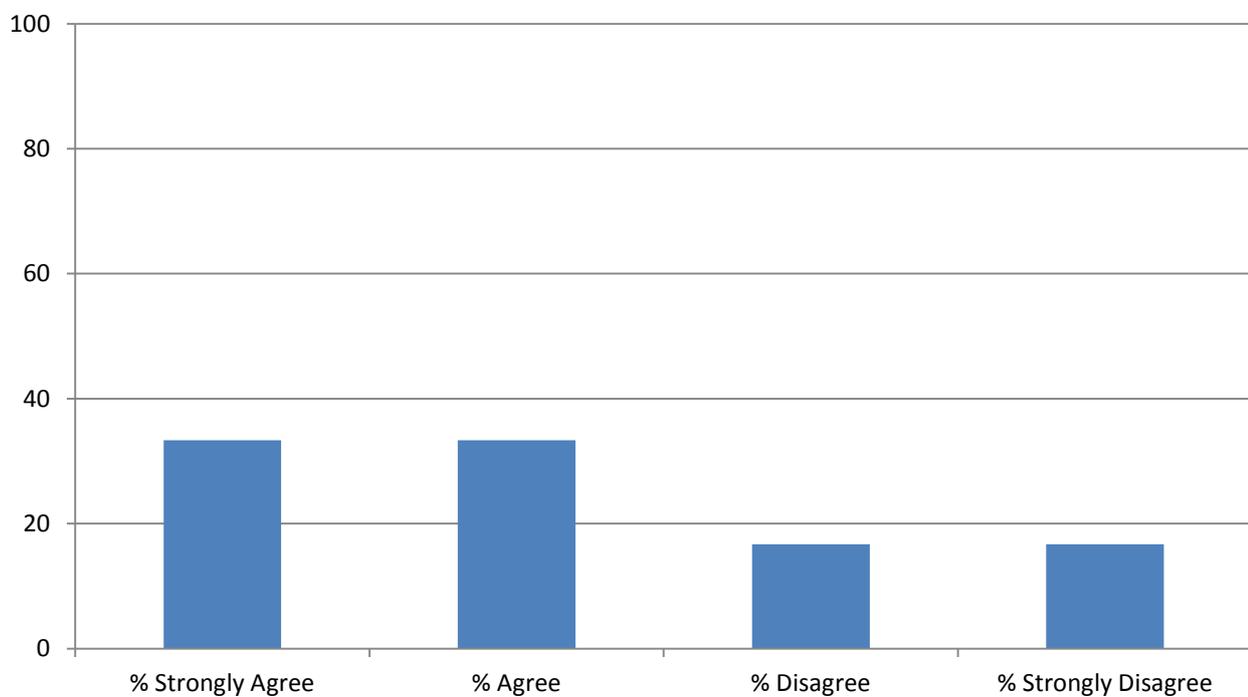


Figure 36: Response to question 46. The names of the subjects are appropriate (n=7)



Literature

Figure 1: Response to Question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance n=5

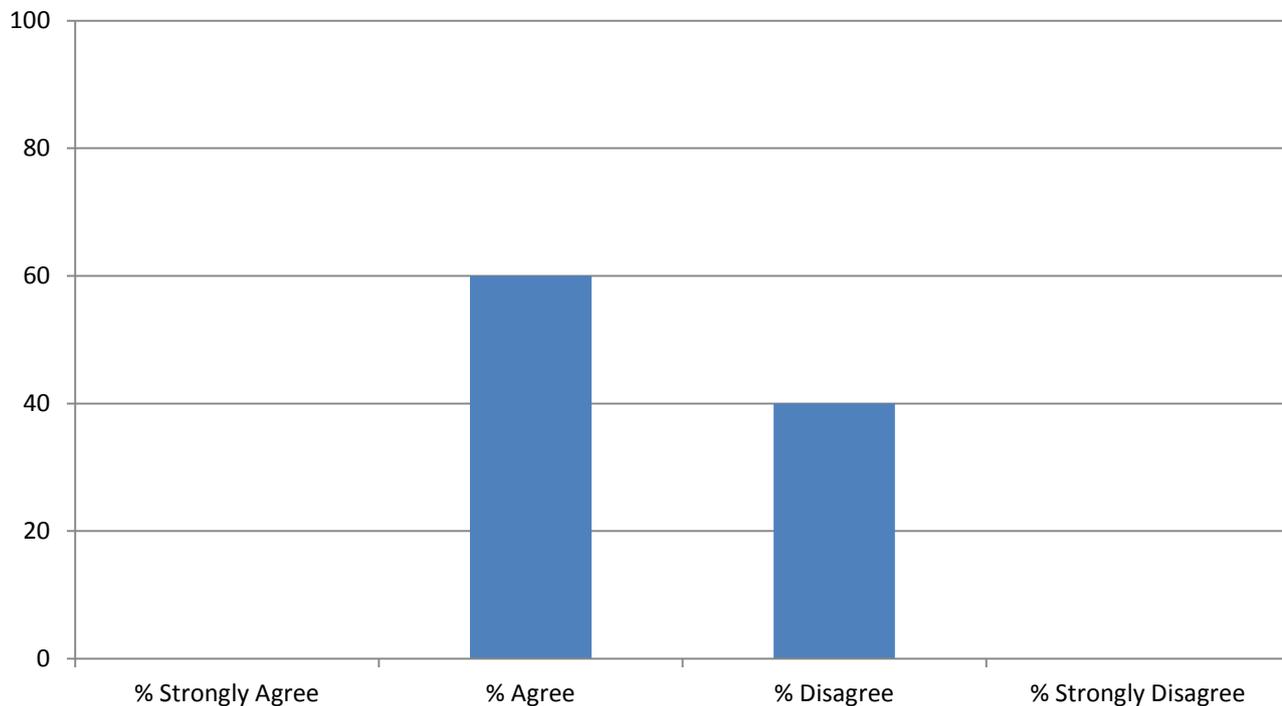


Figure 2: Response to Question 10. The aims comprehensively describe the intended learning as a result of studying the subject n=7

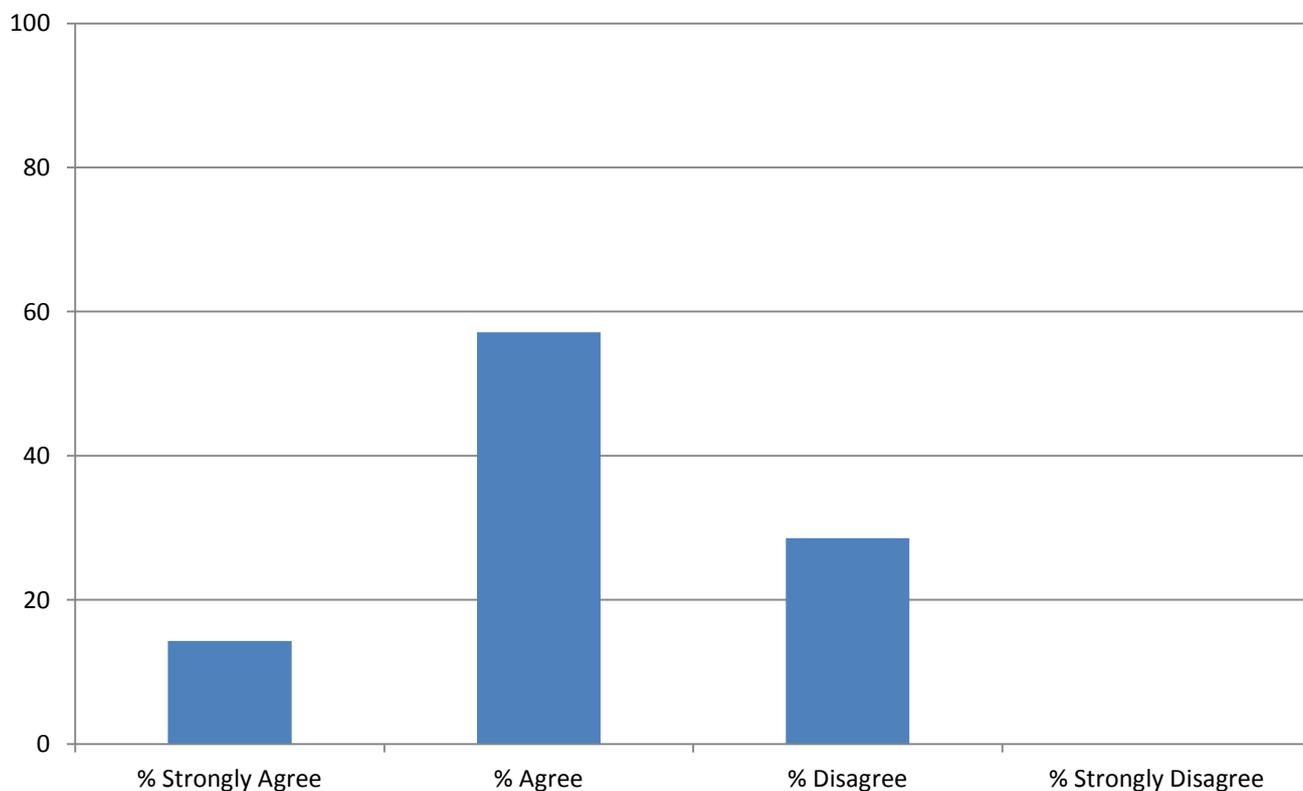


Figure 3: Response to Question 11. The four unit structure has internal logic and coherence n=10

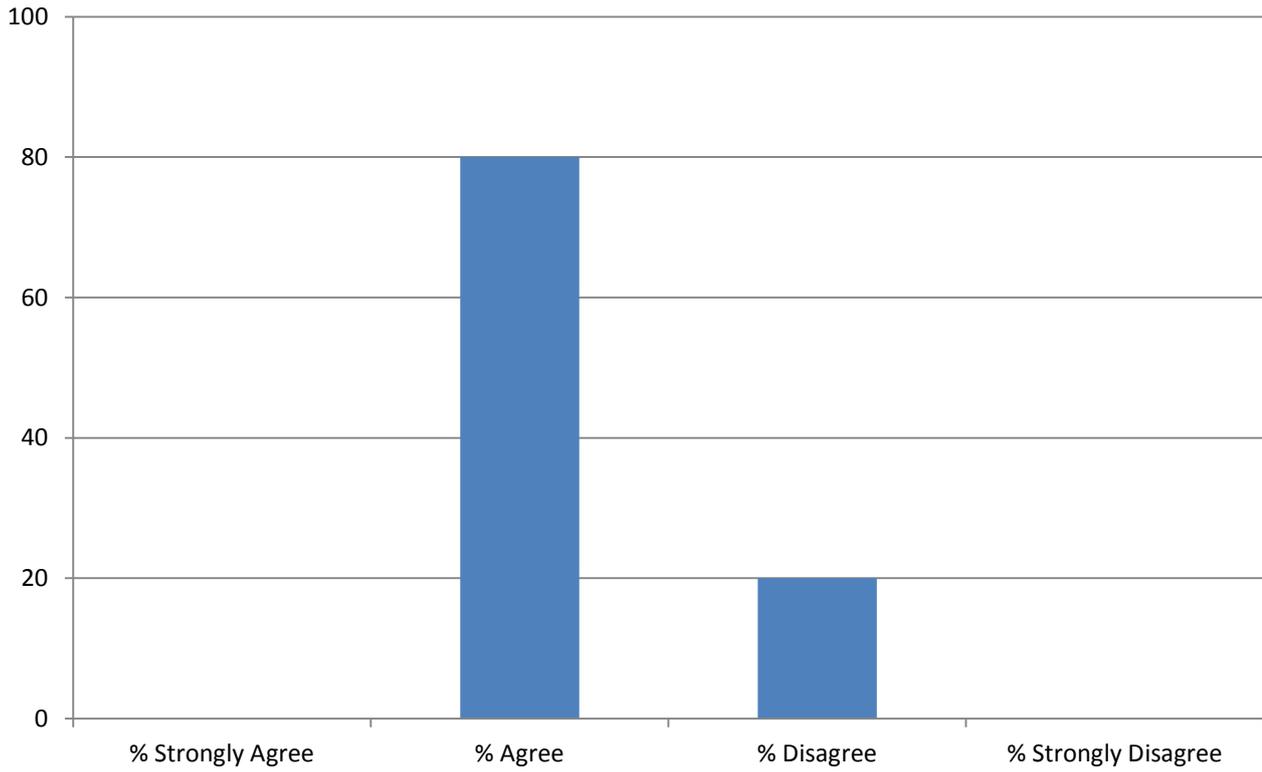


Figure 4: Response to Question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 n=9

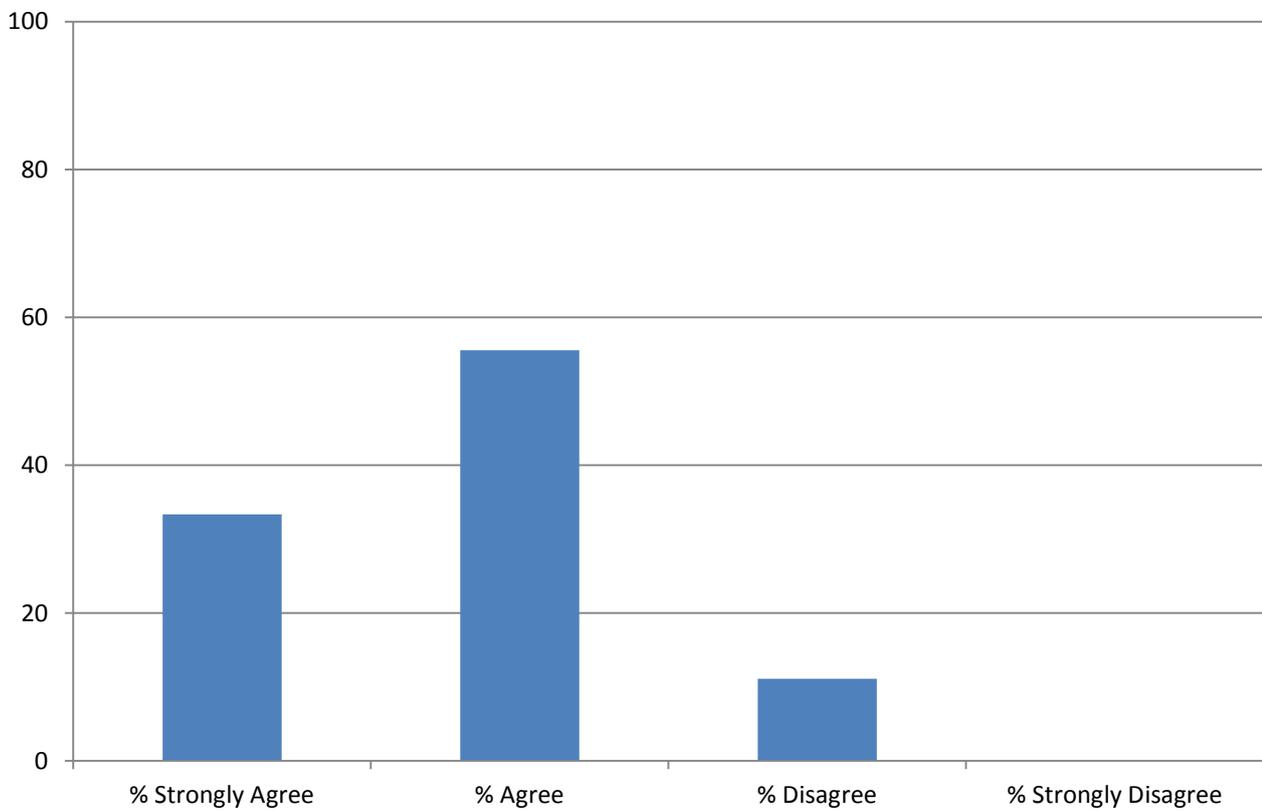


Figure 5: Response to Question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum n=10

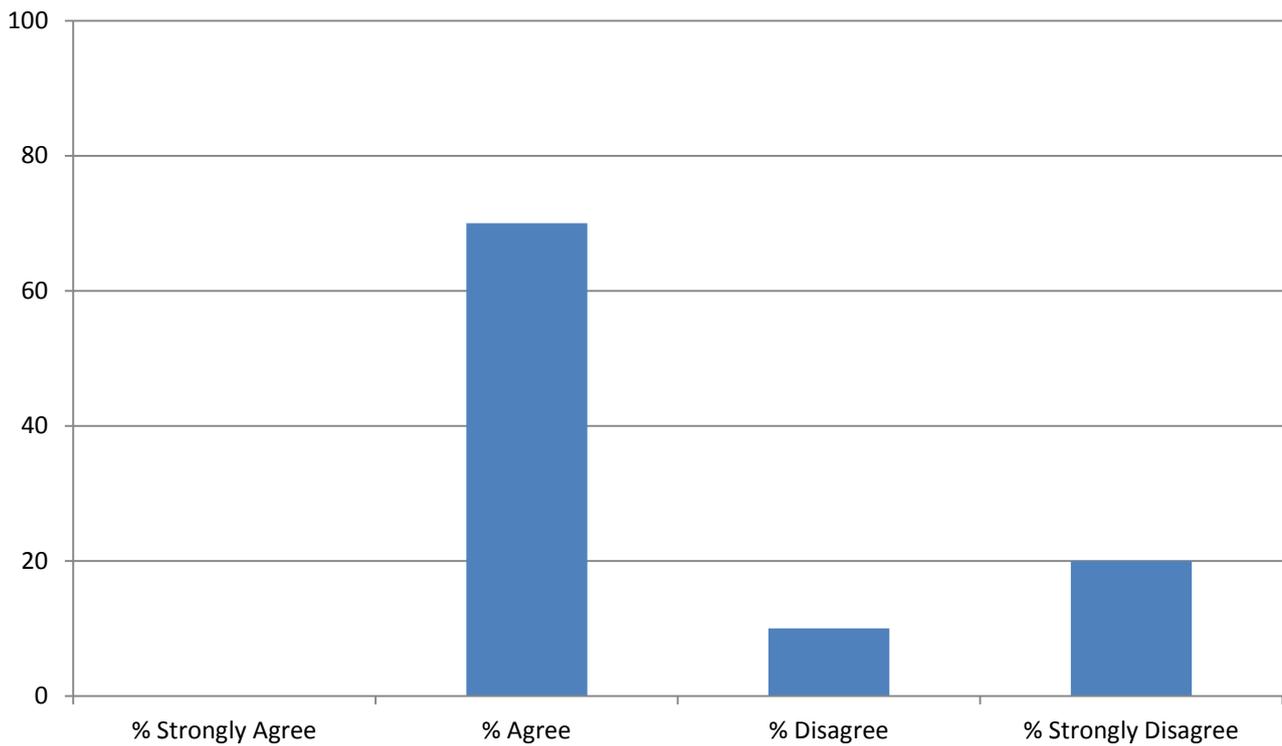


Figure 6: Response to Question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience n=10

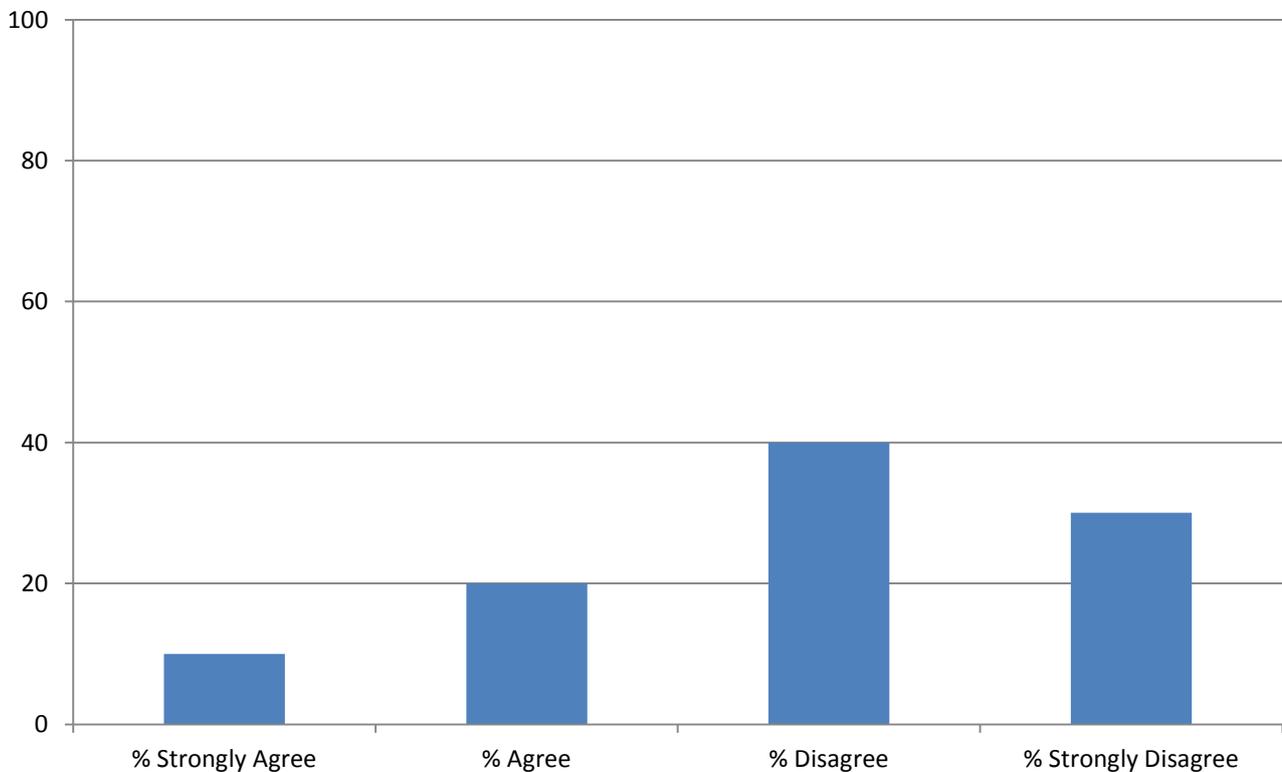


Figure 7: Response to Question 15. The unit description clearly describes the focus and scope for this unit n=10

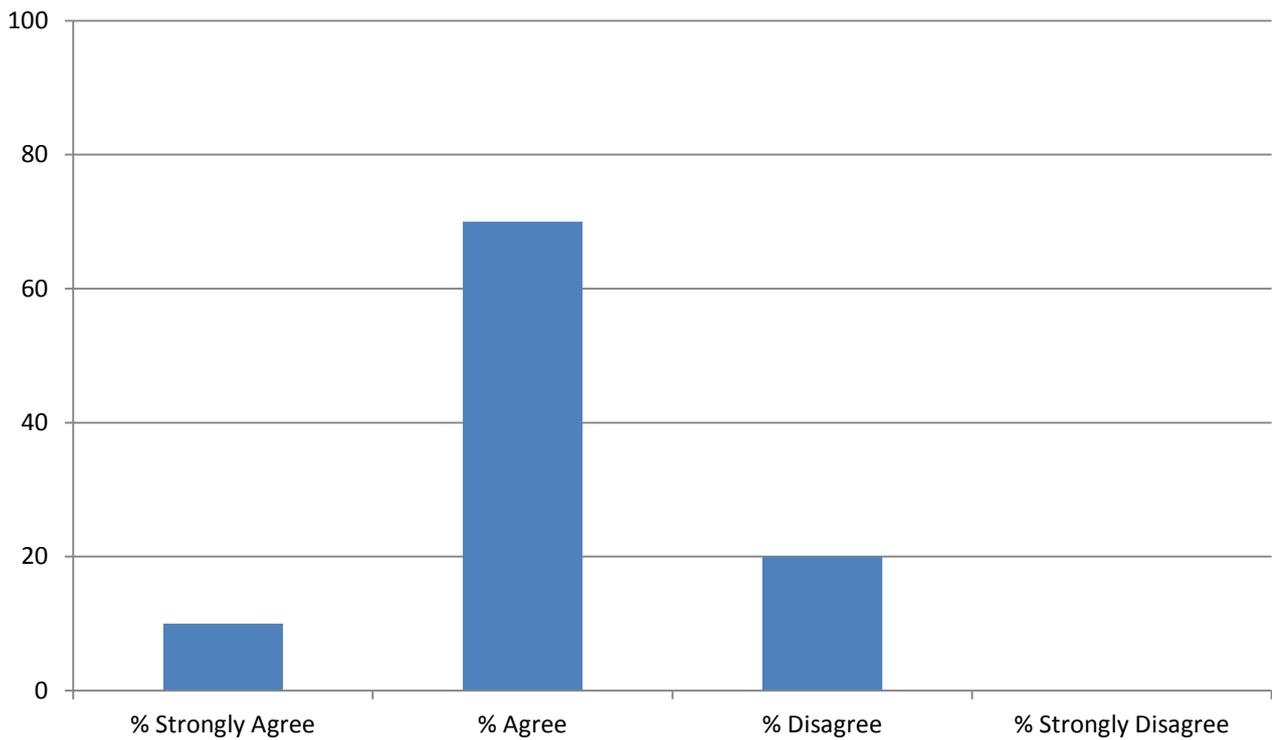


Figure8: Response to Question 16. The unit outcomes describe clearly the expected learning for this unit n=11

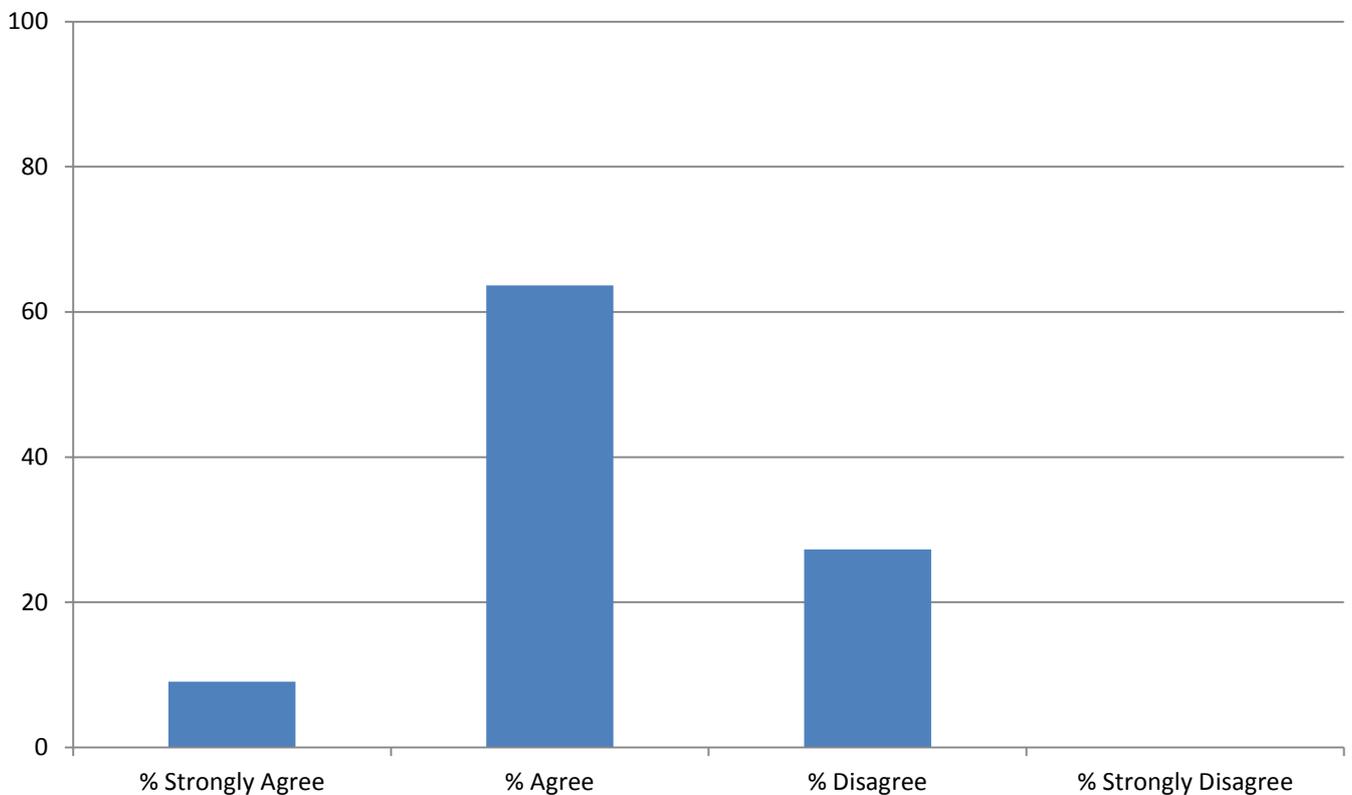


Figure 9: Response to Question 17. The unit contains relevant and appropriate content (knowledge, understanding and skills) n=11

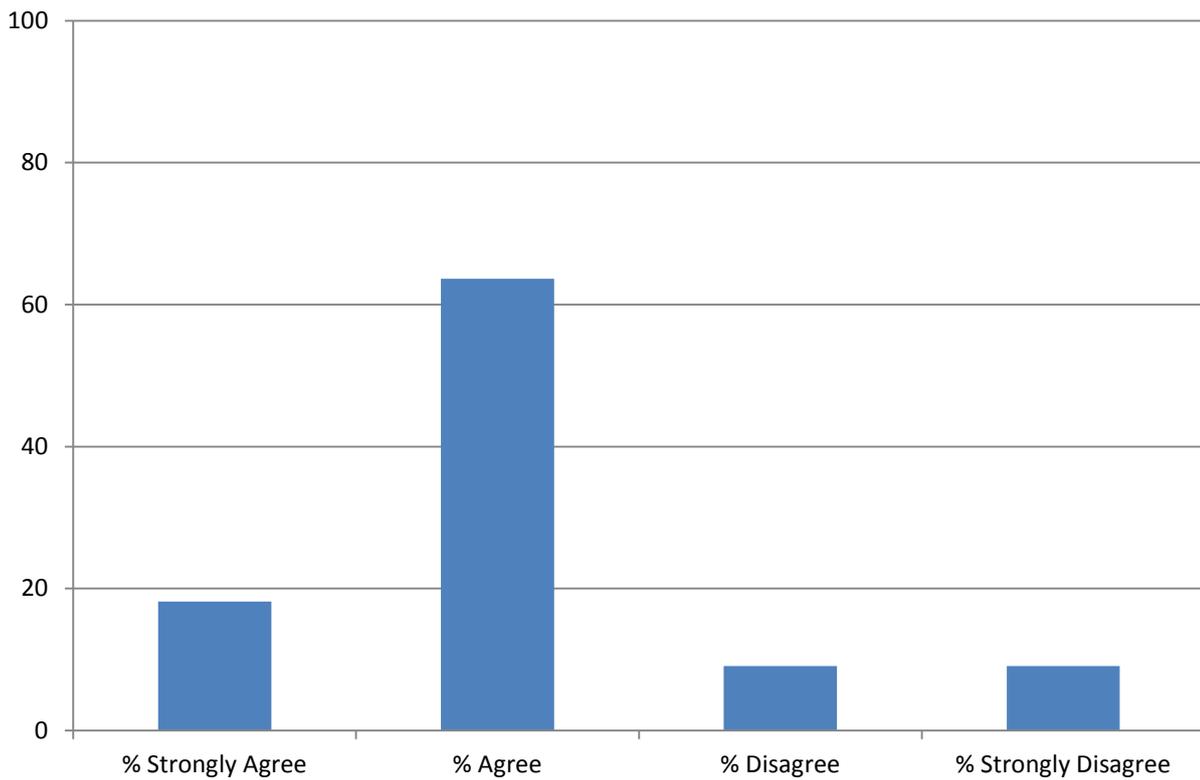


Figure10: Response to Question 18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours n=11

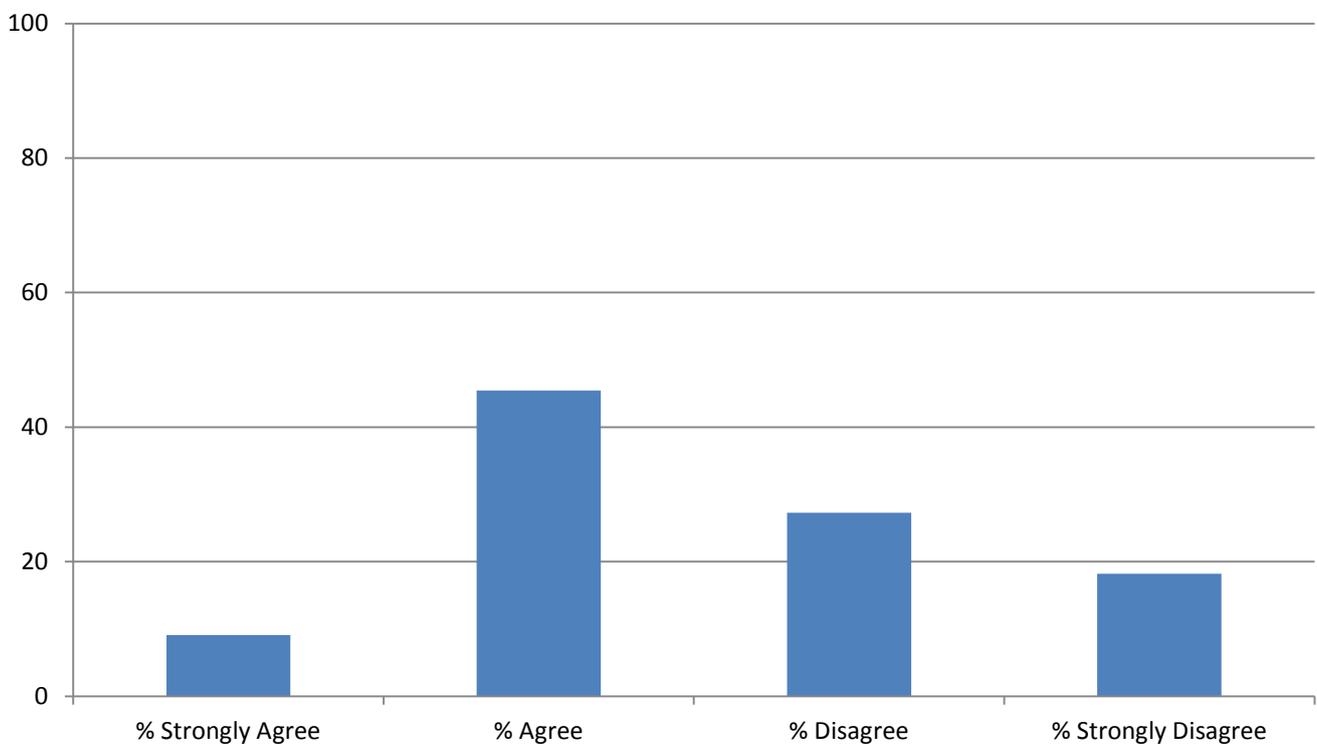


Figure 11: Response to Question 19. The content descriptions are specific about what is to be taught n=11

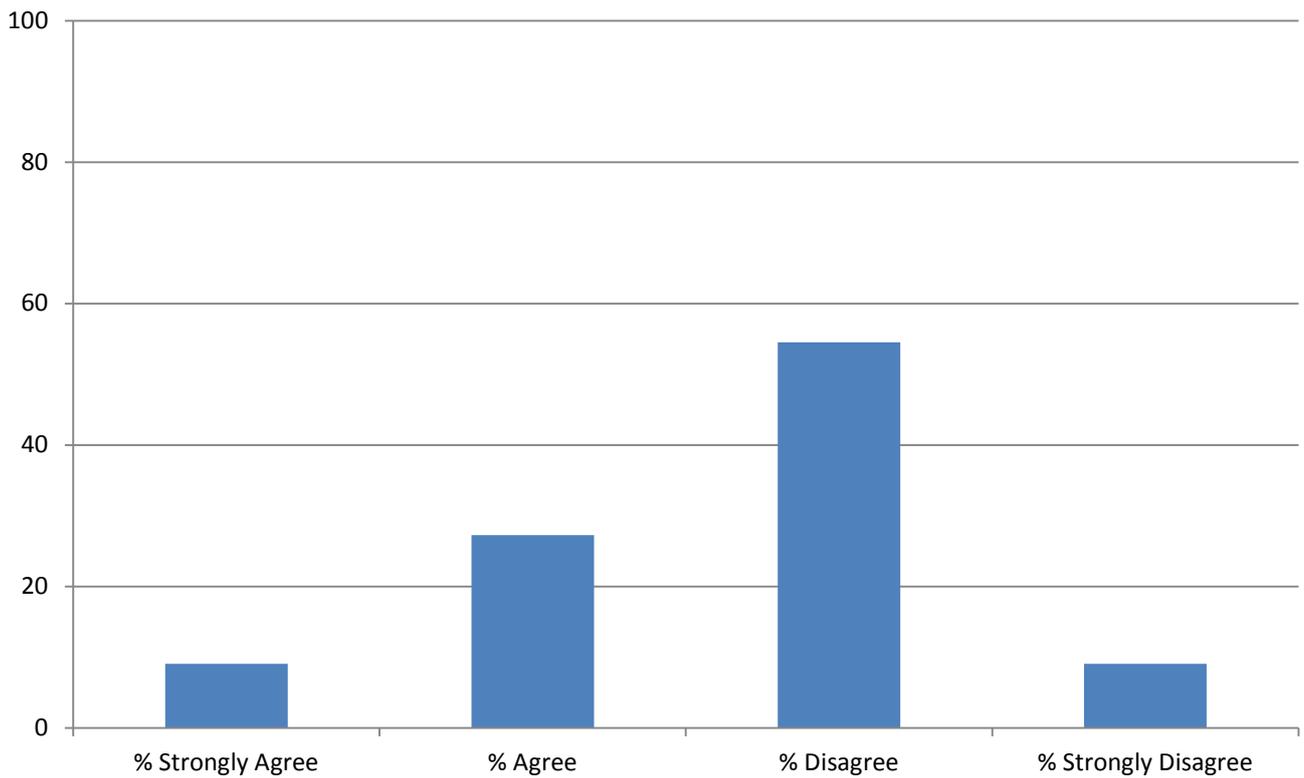


Figure 12: Response to Question 20. Unit 2: The unit description clearly describes the focus and scope for this unit n=10

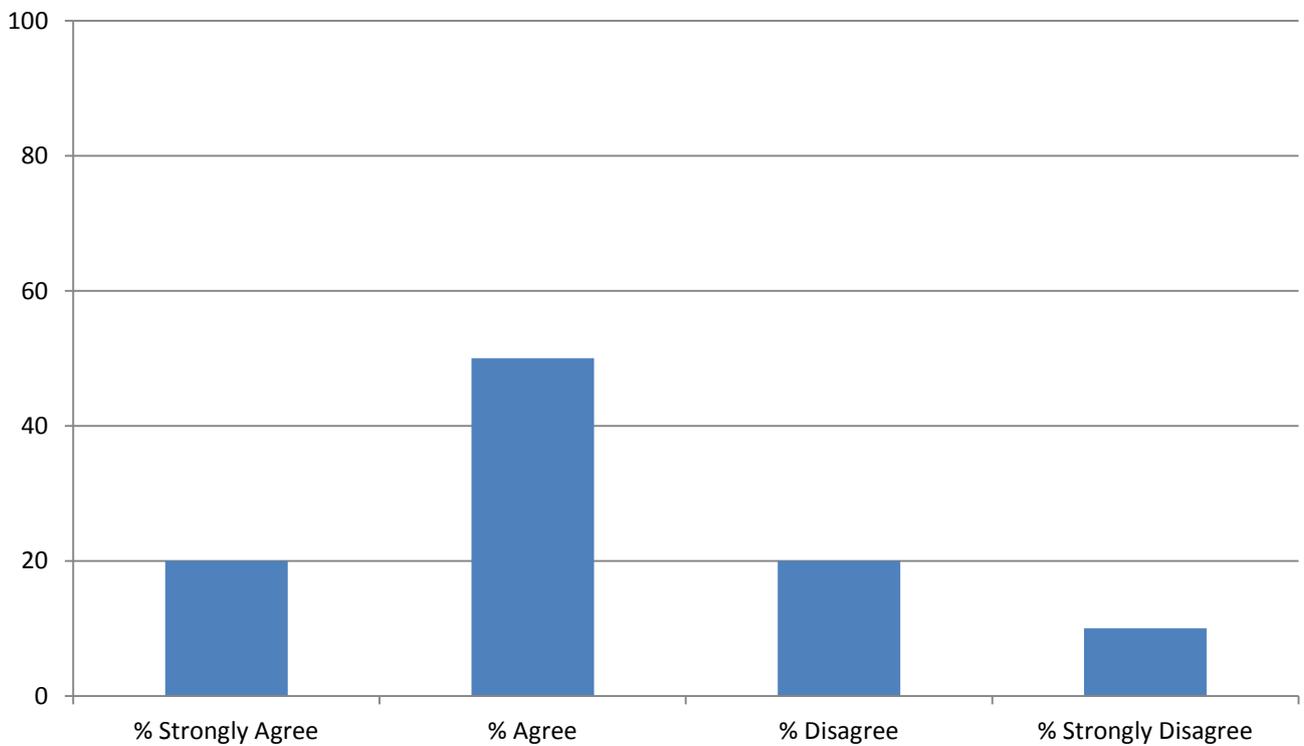


Figure 13: Response to Question 21. The unit 2 outcomes describe clearly the expected learning for this unit n=10

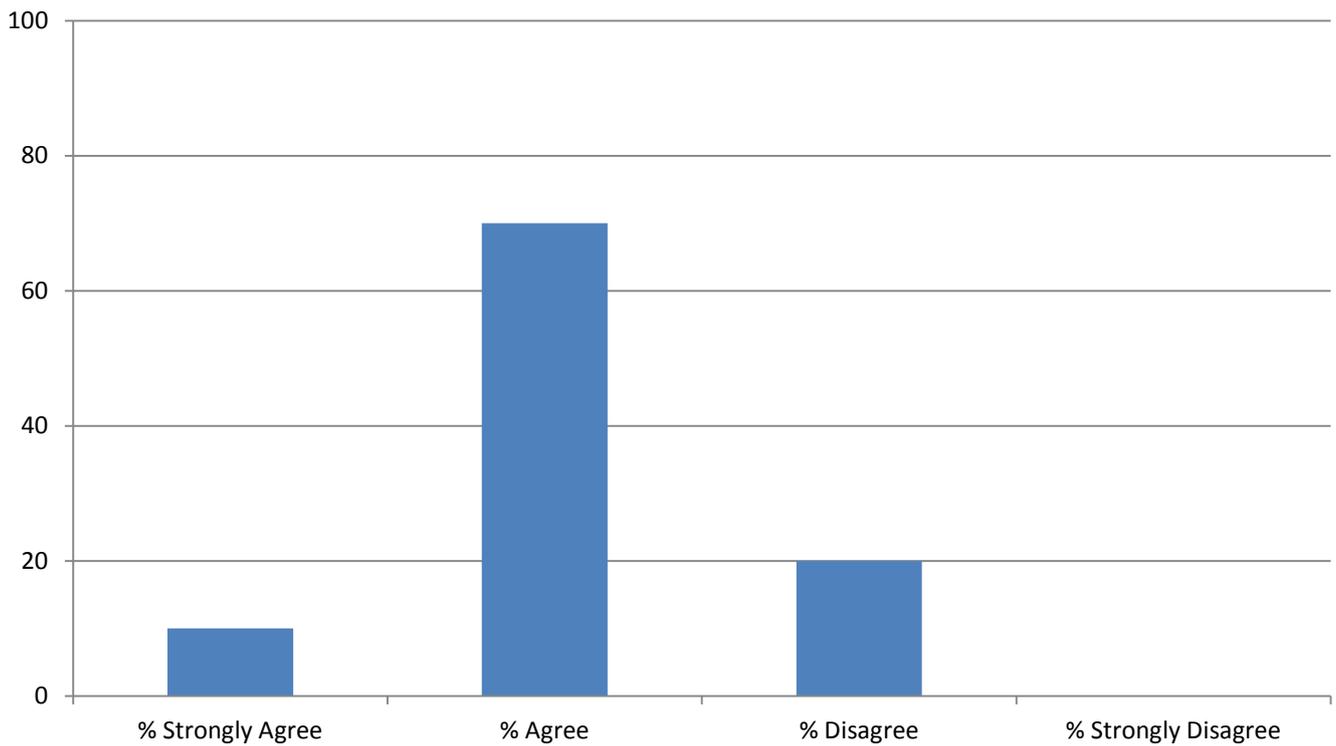


Figure 14: Response to Question 22. The unit 2 contains relevant and appropriate content (knowledge, understanding and skills) n=10

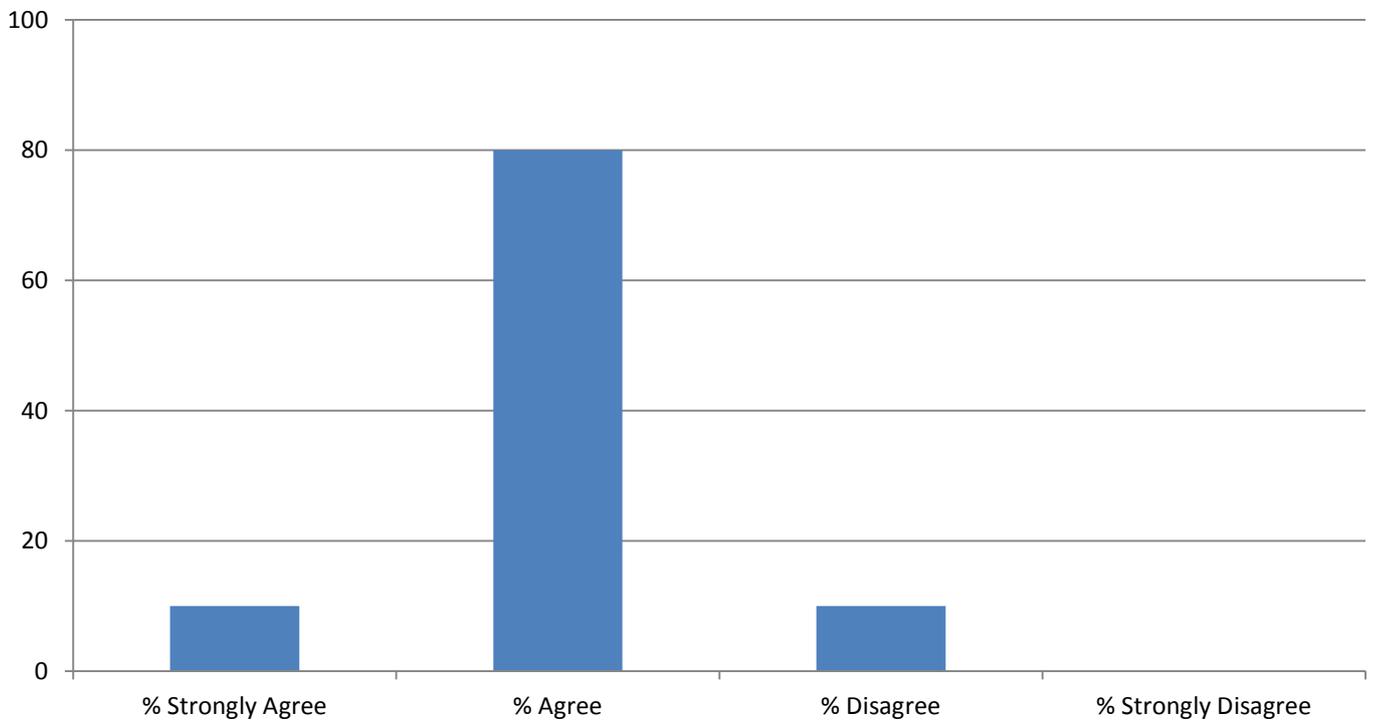


Figure 15: Response to Question 23. The unit 2 contains an appropriate amount of content, that is, can be taught within 50-60 hours n=10

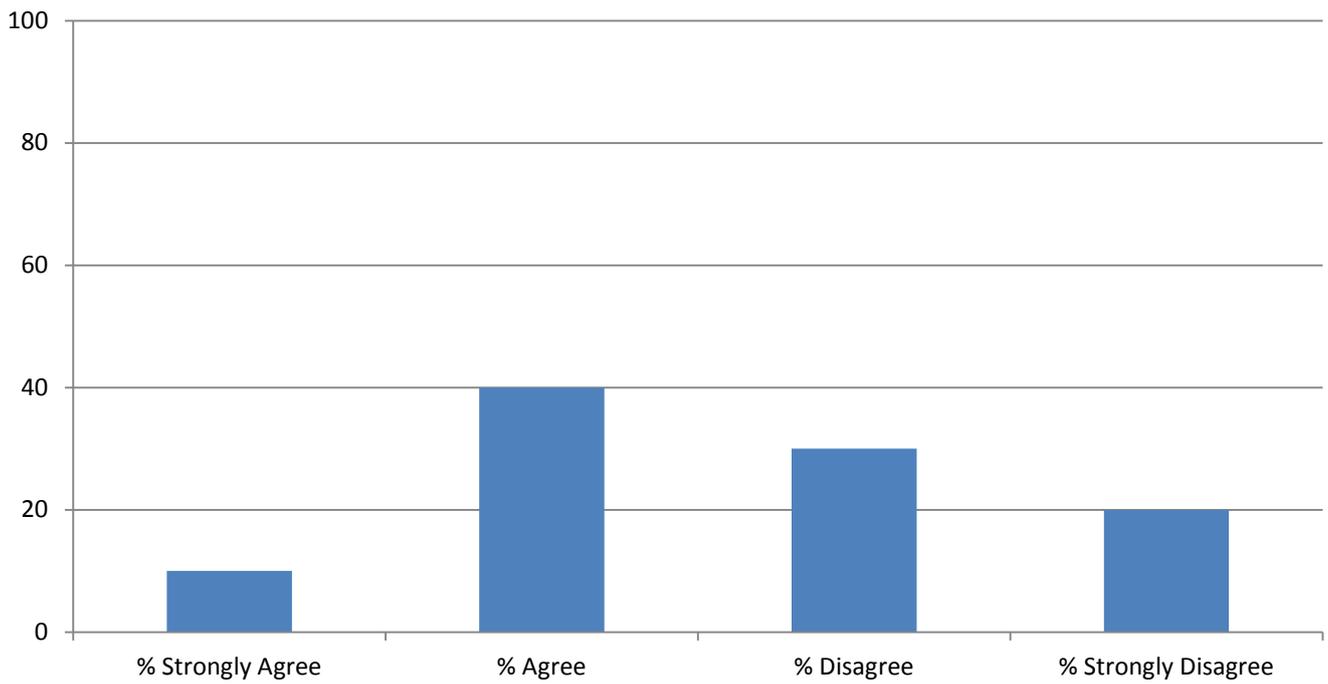


Figure 16: Response to Question 24. The content descriptions are specific about what is to be taught n=10

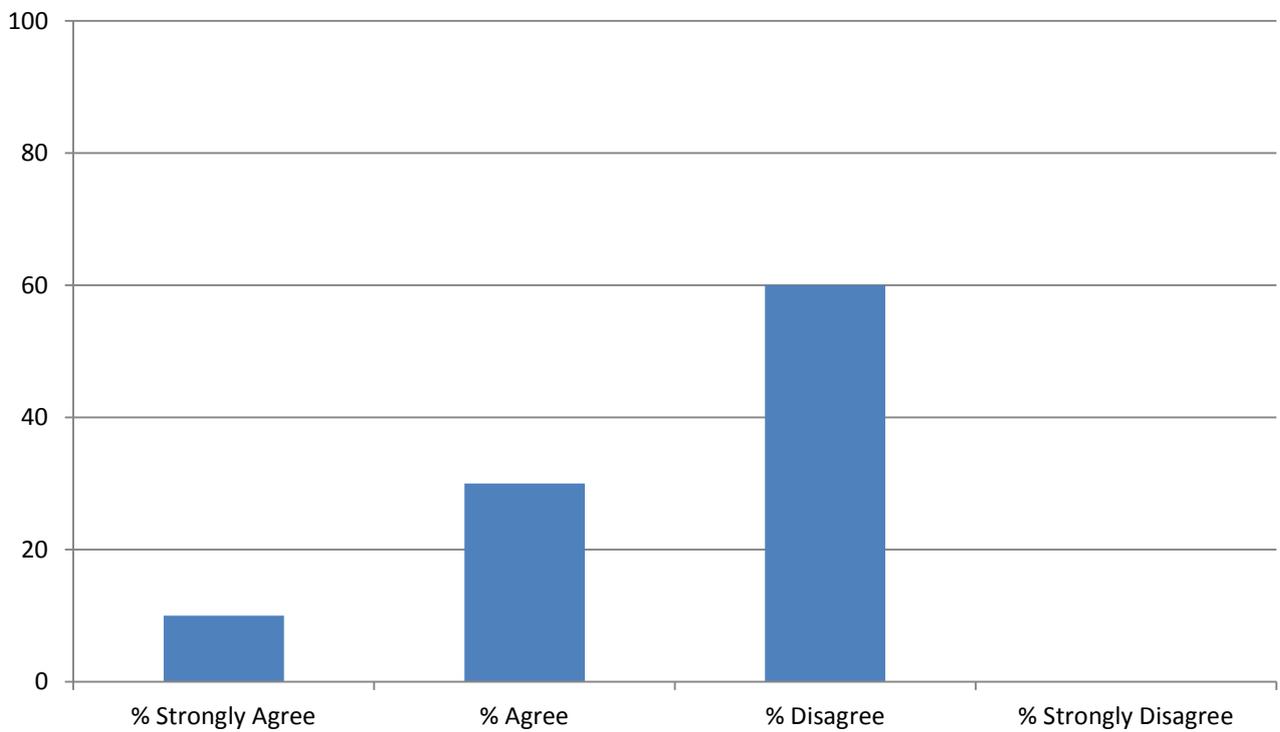


Figure 17: Response to Question 25. Unit 1 and 2: There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions n=11

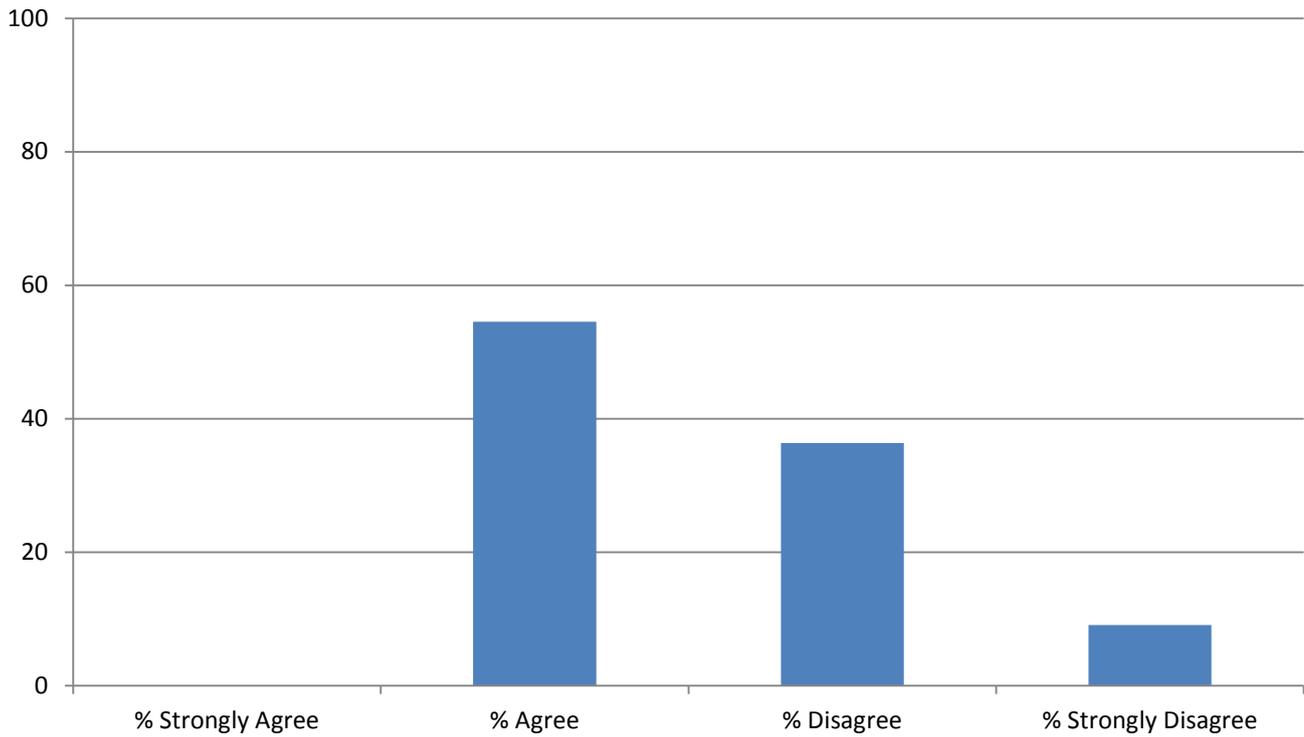


Figure 18: Response to Question 26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills n=11

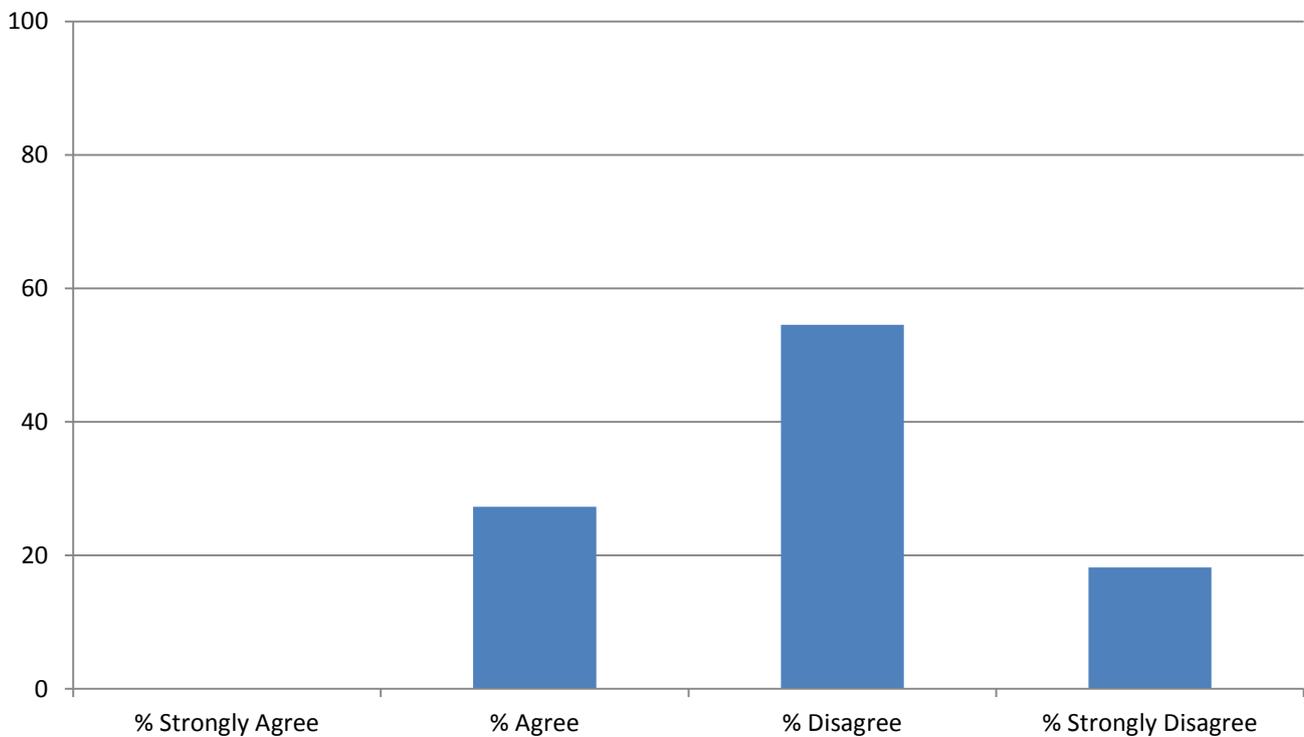


Figure 19: Response to Question 27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units n=11

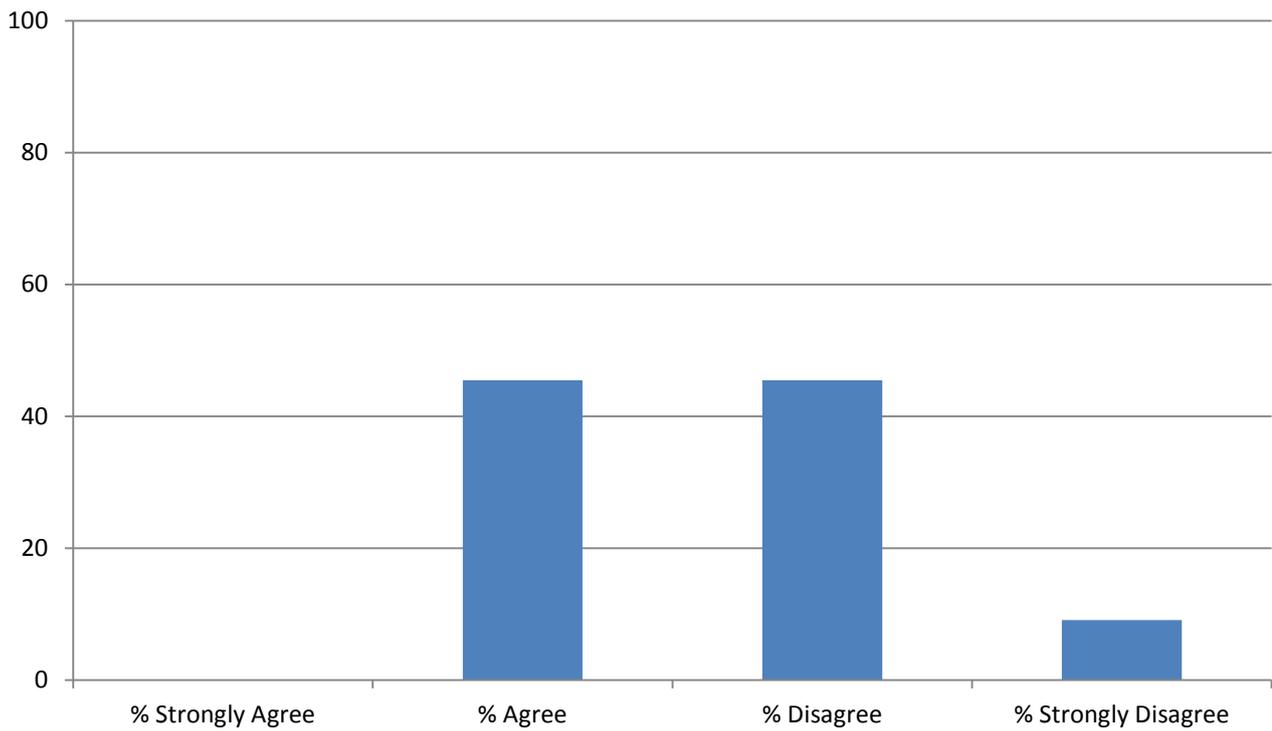


Figure 20: Response to Question 28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level n=11

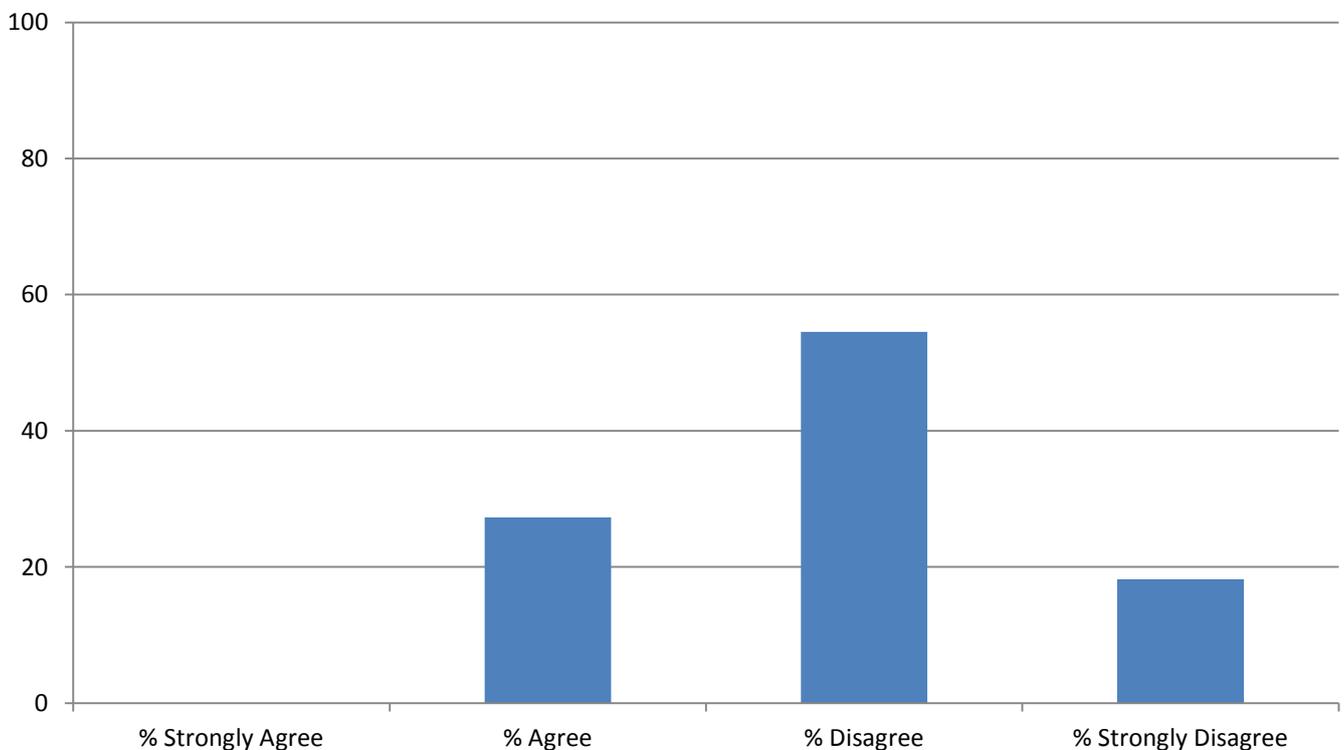


Figure 21: Response to Question 29. Unit 3: The unit description clearly describes the focus and scope for this unit n=10

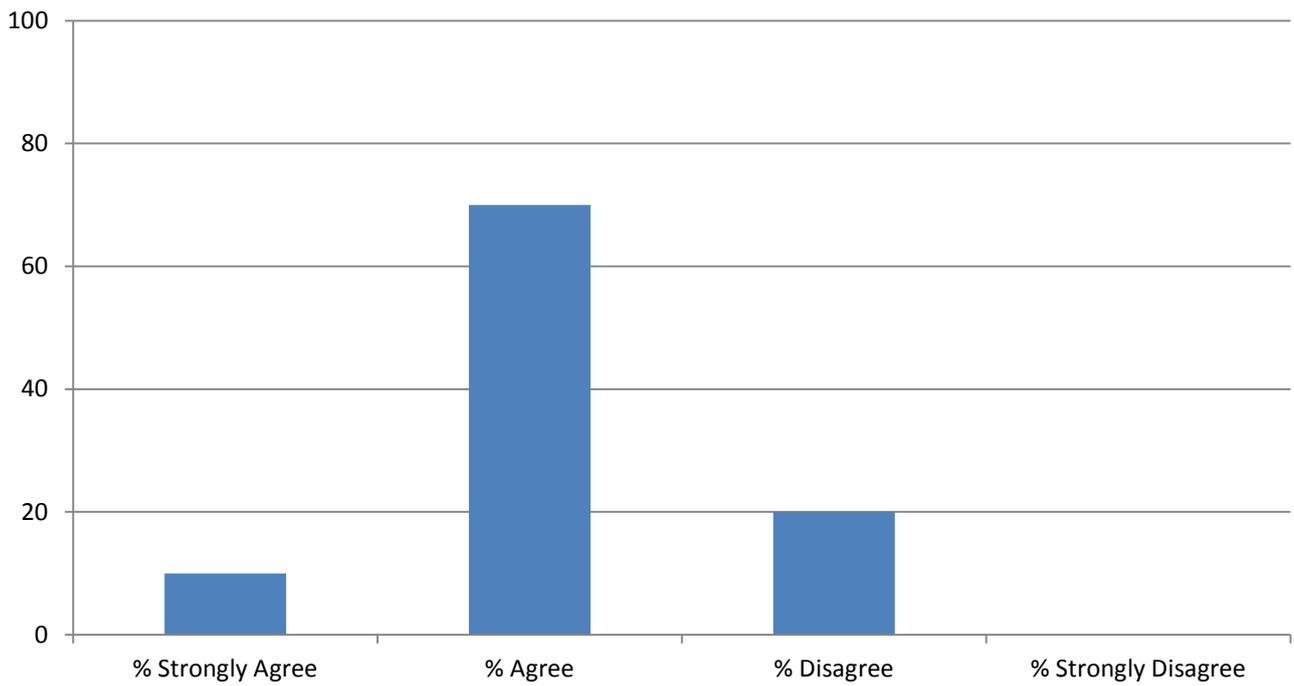


Figure 22: Response to Question 30. The unit 3 outcomes describe clearly the expected learning for this unit n=10

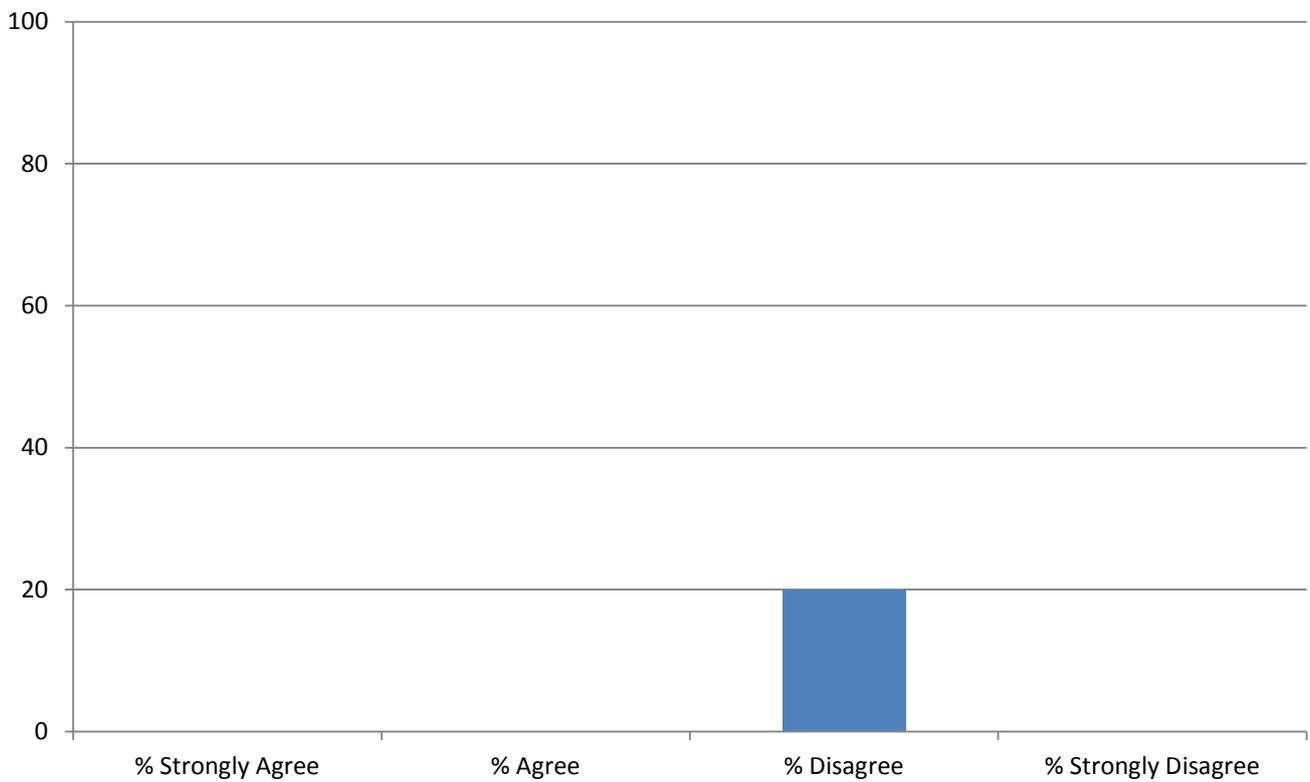


Figure 23: Response to Question 31. The unit 3 contains relevant and appropriate content (knowledge, understanding and skills) n=10

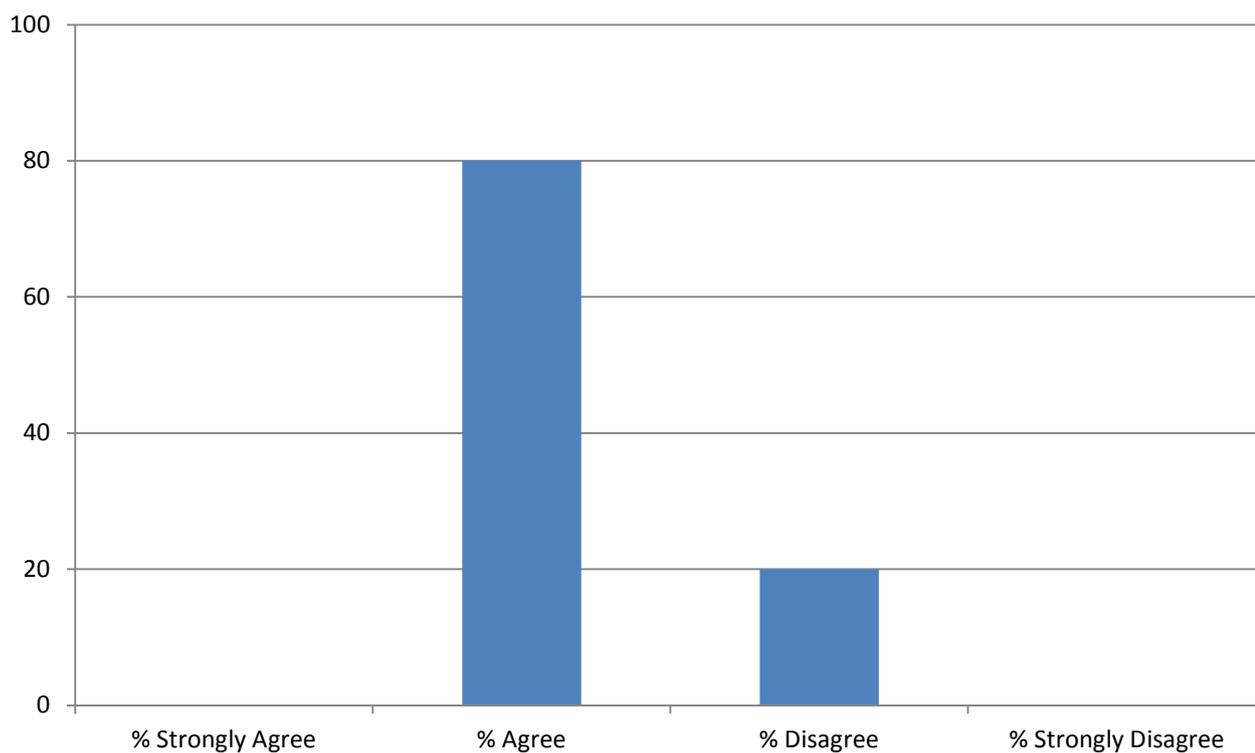


Figure 24: Response to Question 32. The unit 3 contains an appropriate amount of content, that is, can be taught within 50-60 hours n=10

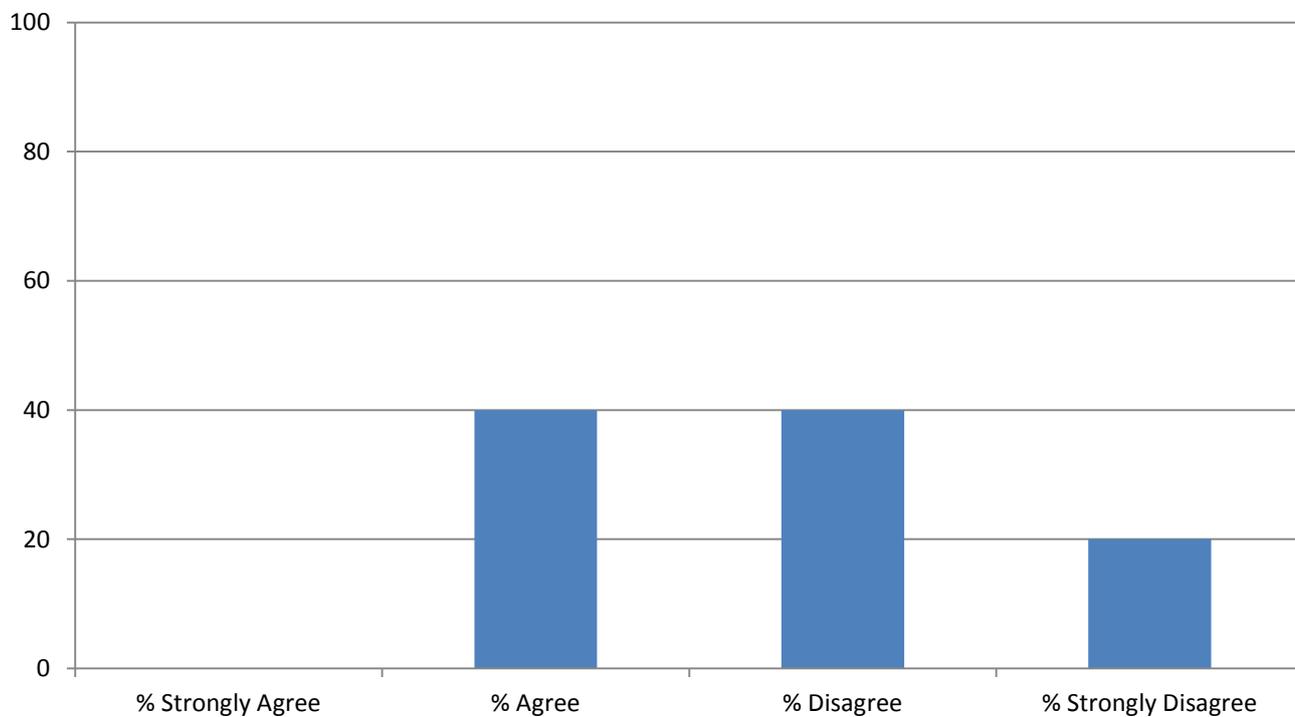


Figure 25: Response to Question 33. The content descriptions are specific about what is to be taught n=10

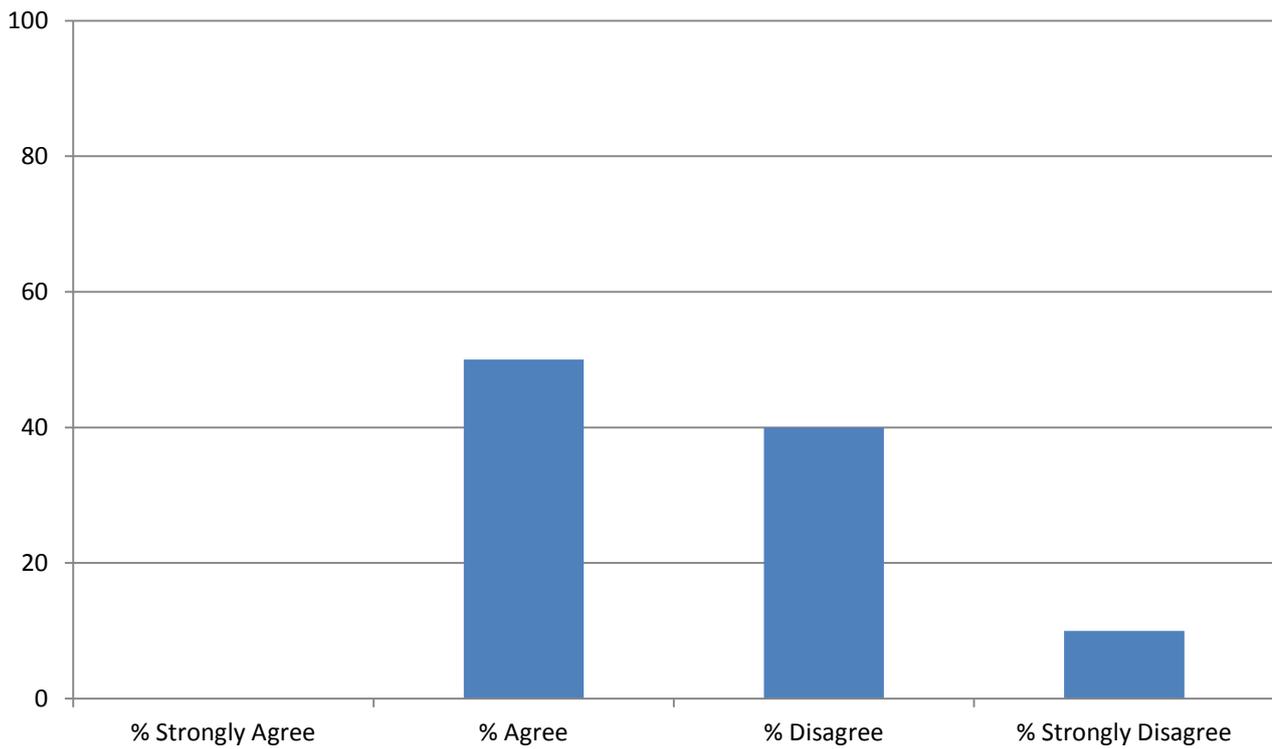


Figure 26: Response to Question 34. Unit 4: The unit description clearly describes the focus and scope for this unit n=10

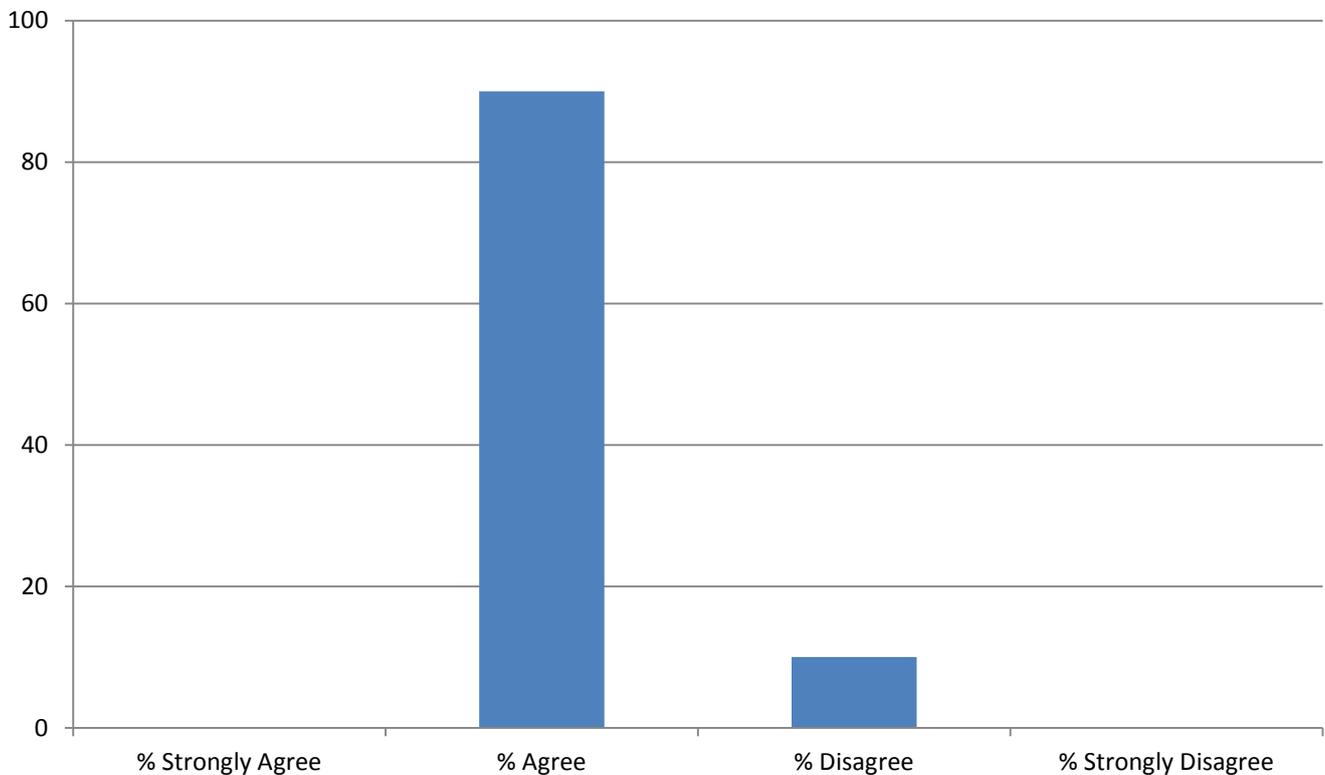


Figure 27: Response to Question 35. The unit 4 outcomes describe clearly the expected learning for this unit n=10

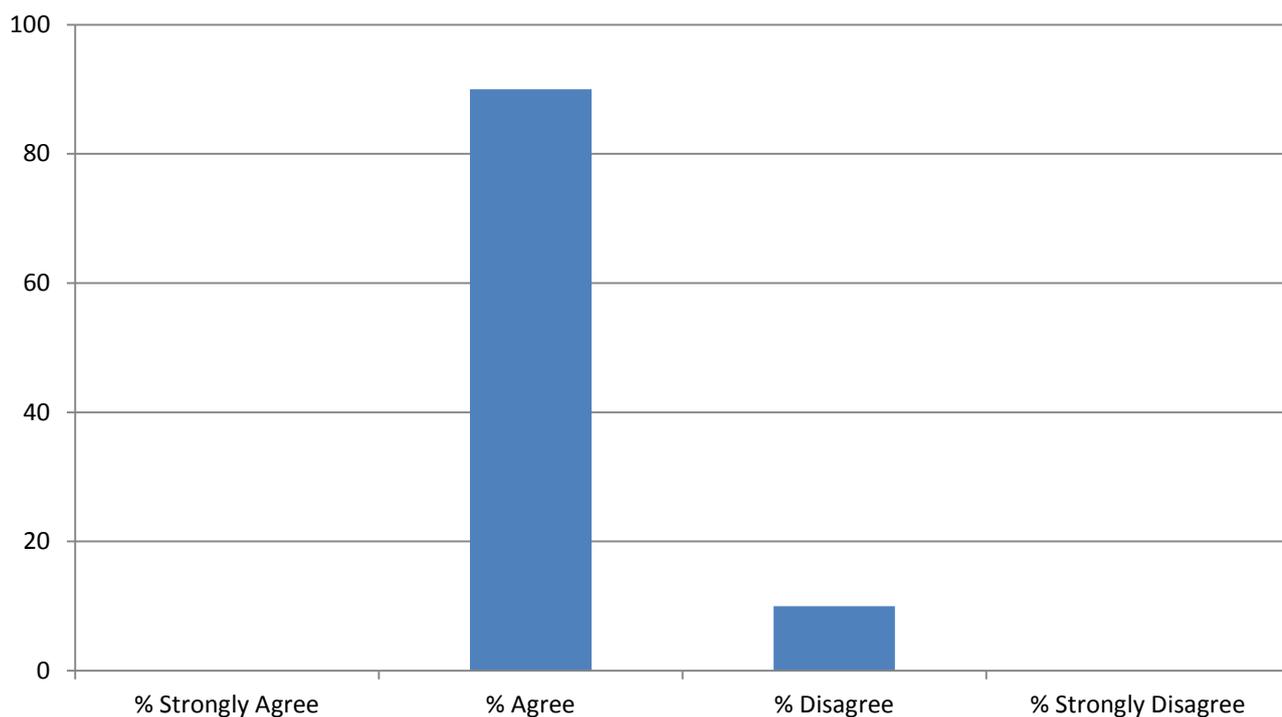


Figure 28: Response to Question 36. The unit 4 contains relevant and appropriate content (knowledge, understanding and skills) n=10

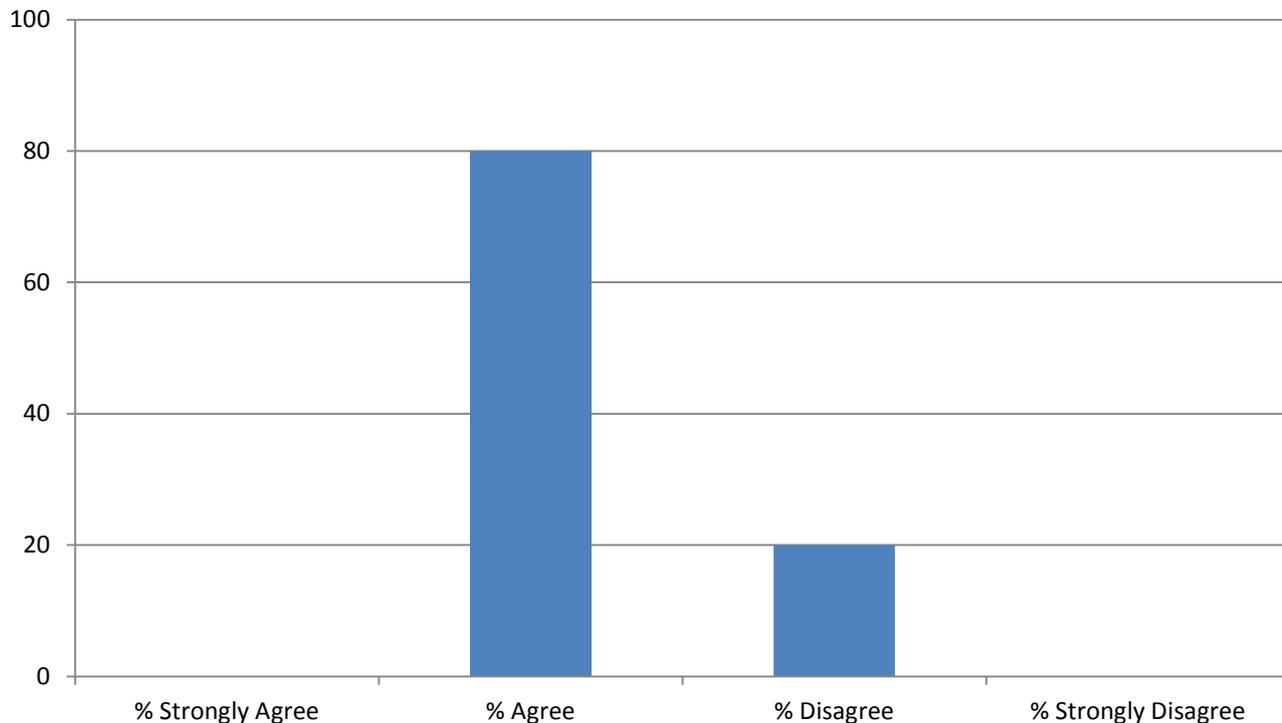


Figure 29: Response to Question 37. The unit 4 contains an appropriate amount of content, that is, can be taught within 50-60 hours n=10

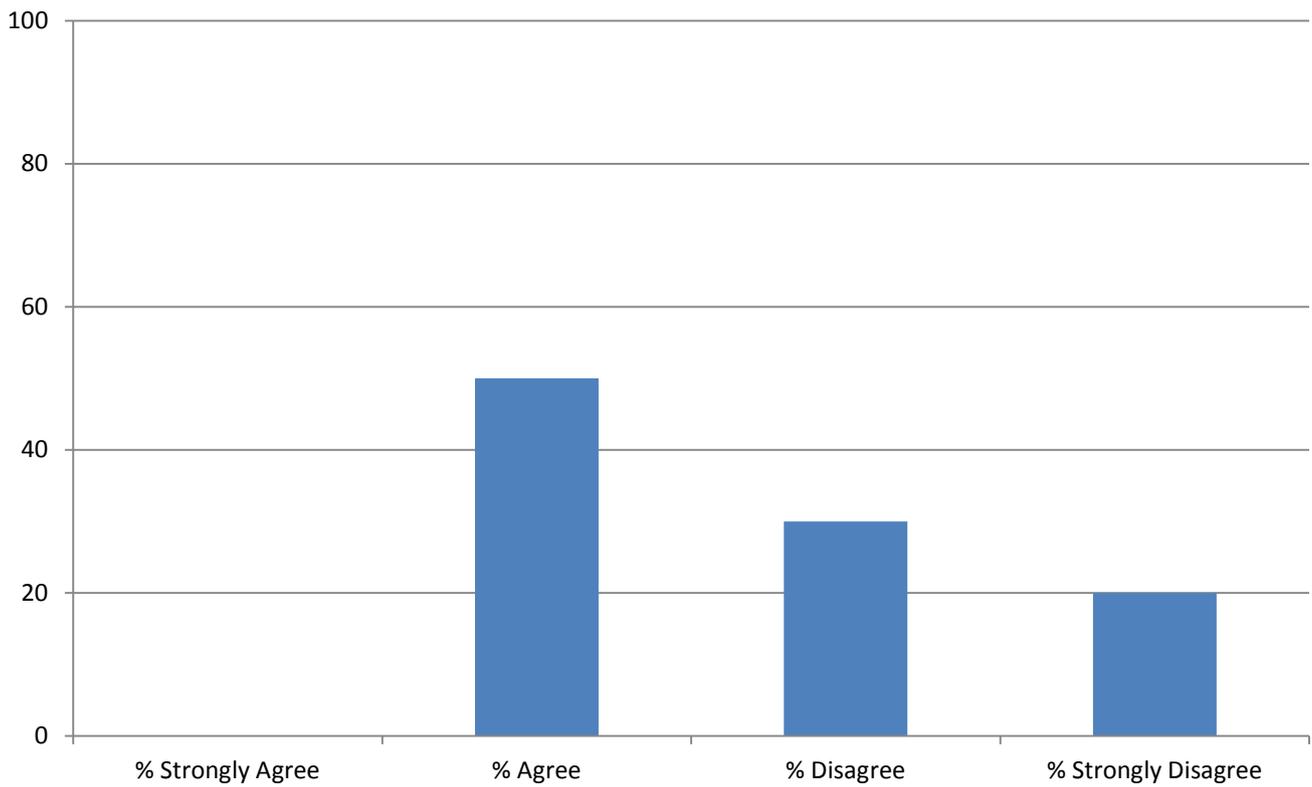


Figure 30: Response to Question 38. The content descriptions are specific about what is to be taught n=10

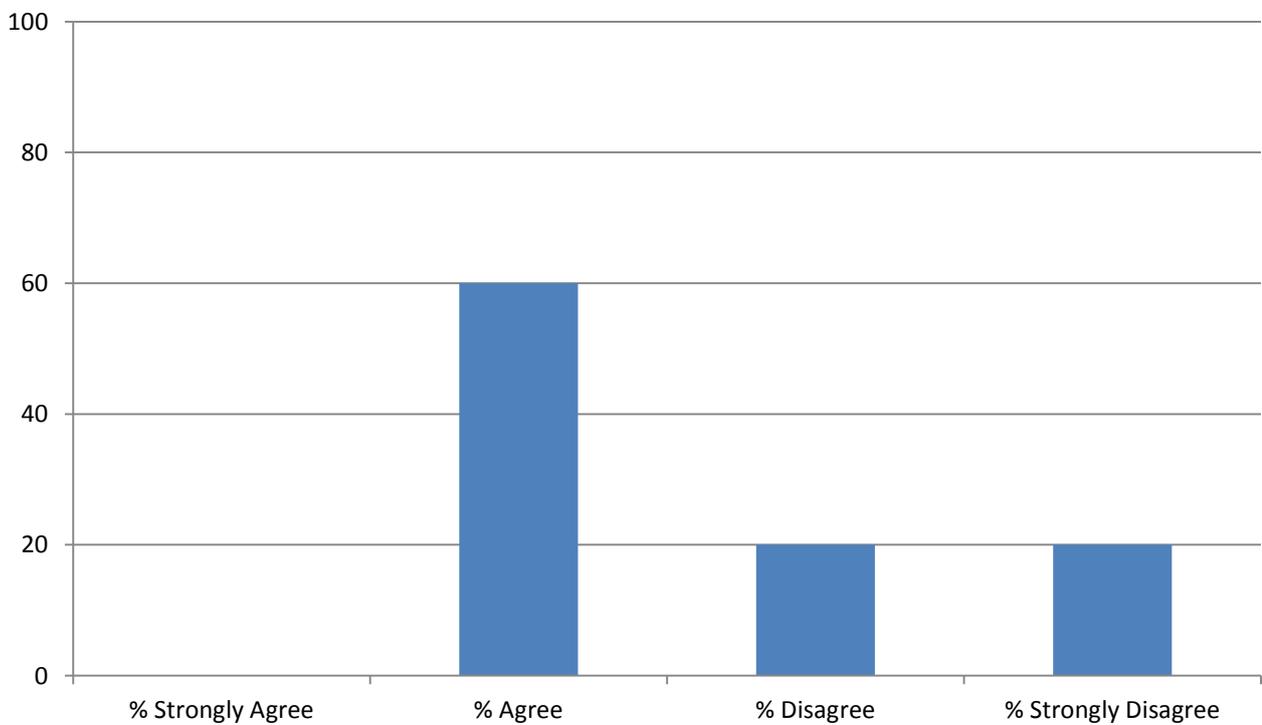


Figure 31: Response to Question 39. Unit 3 and 4 There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions n=11

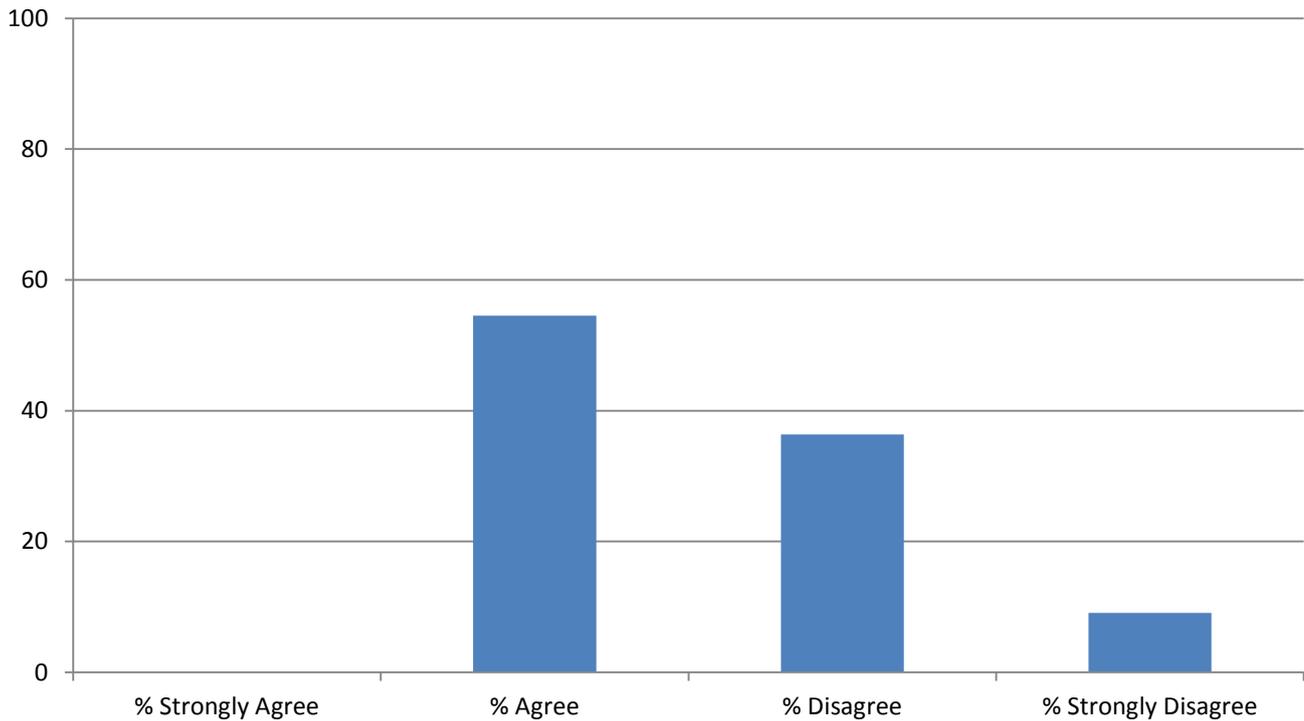


Figure 32: Response to Question 40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills n=11

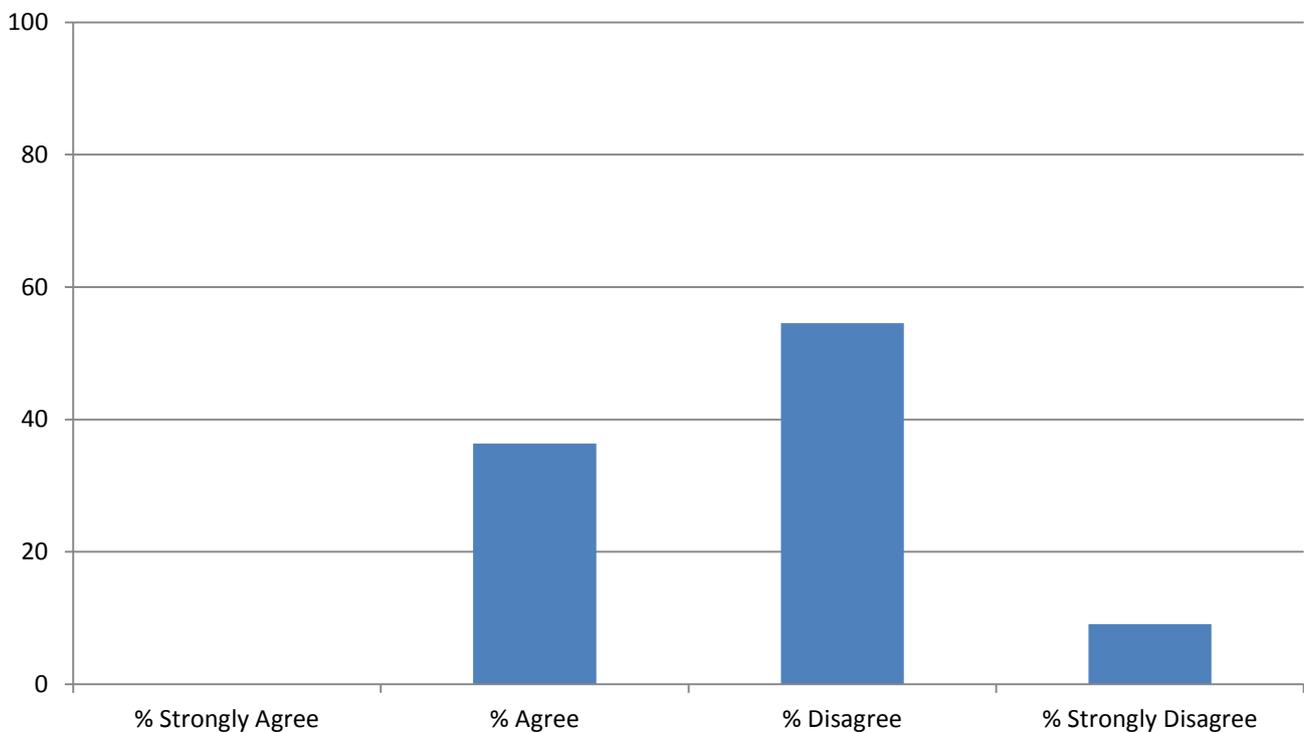


Figure 33: Response to Question 41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units n=11

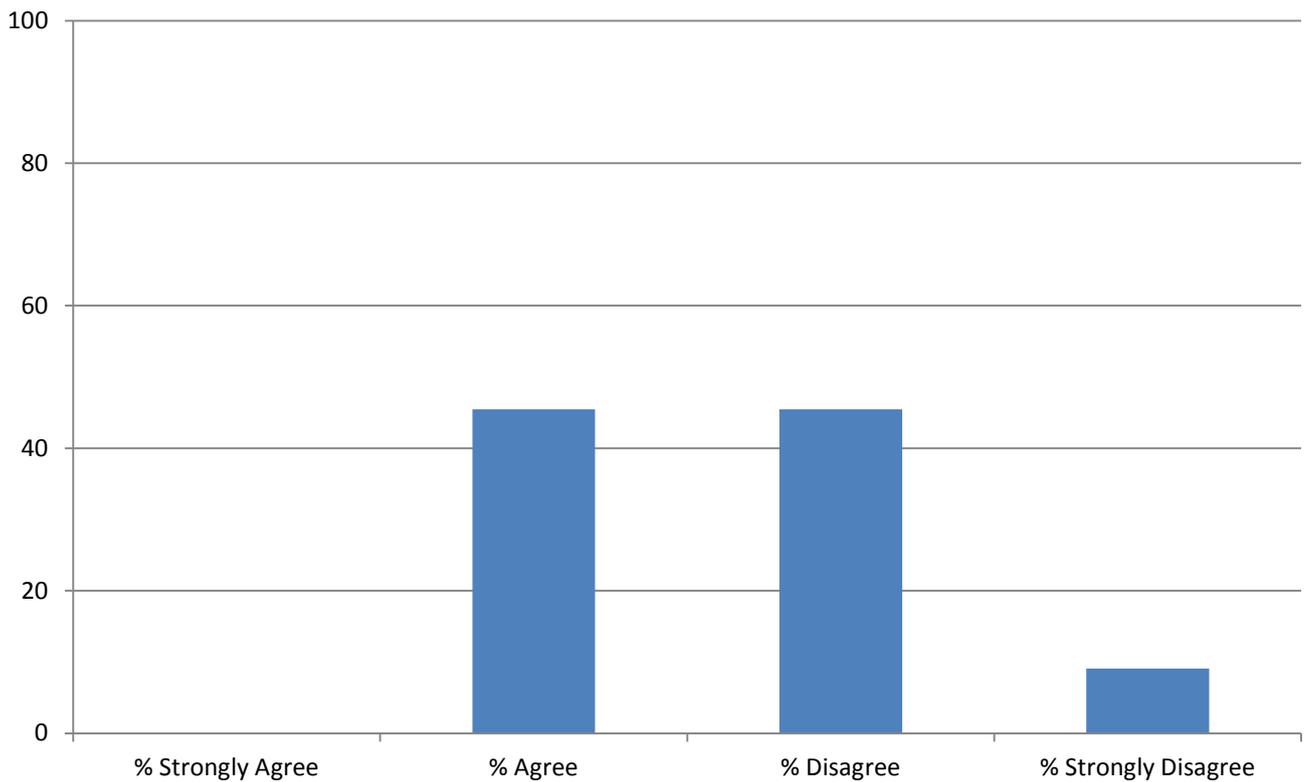


Figure 34: Response to Question 42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level n=11

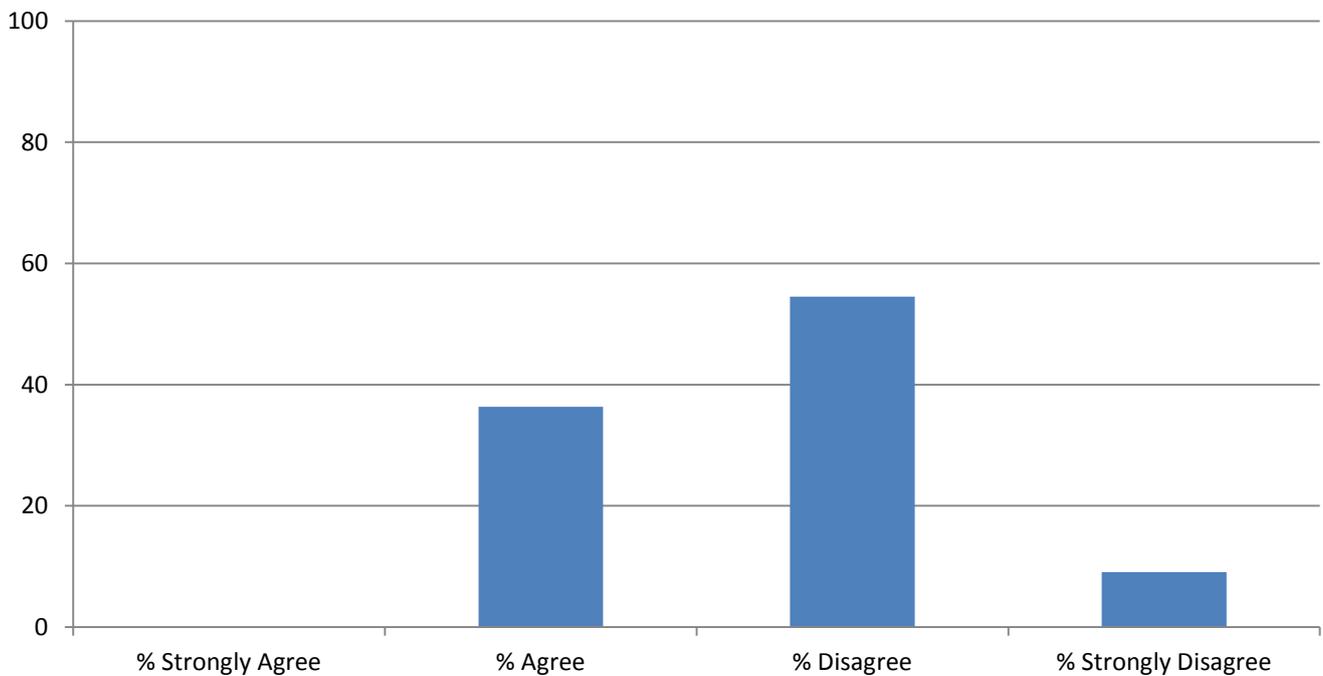


Figure 35: Response to Question 43. The general capabilities that naturally fit with this subject are appropriately represented n=10

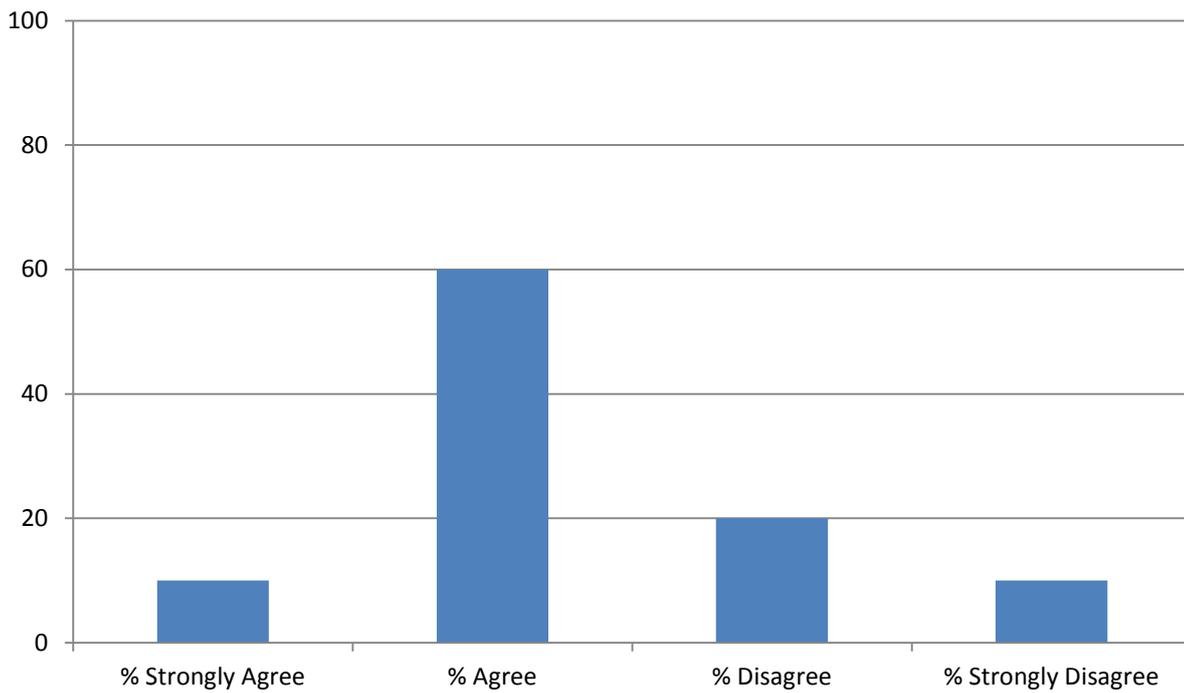


Figure 36: Response to Question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented n=11

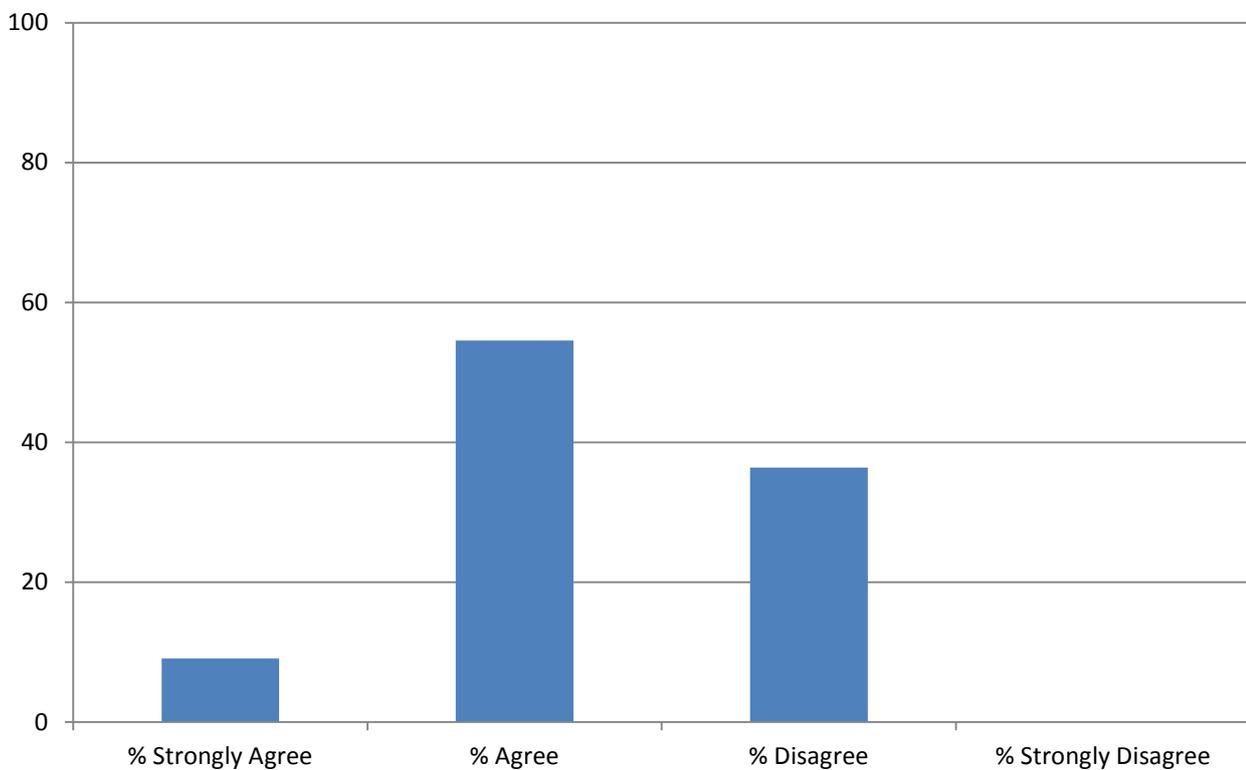


Figure 37: Response to Question 45. The glossary is comprehensive n=11

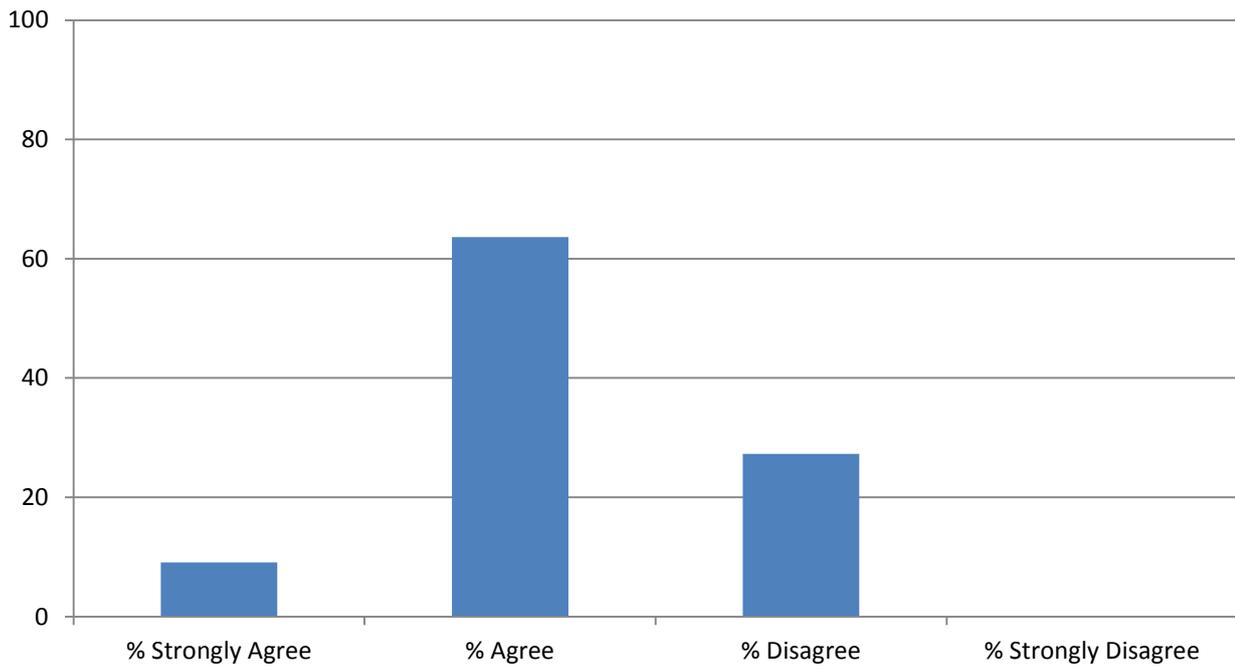
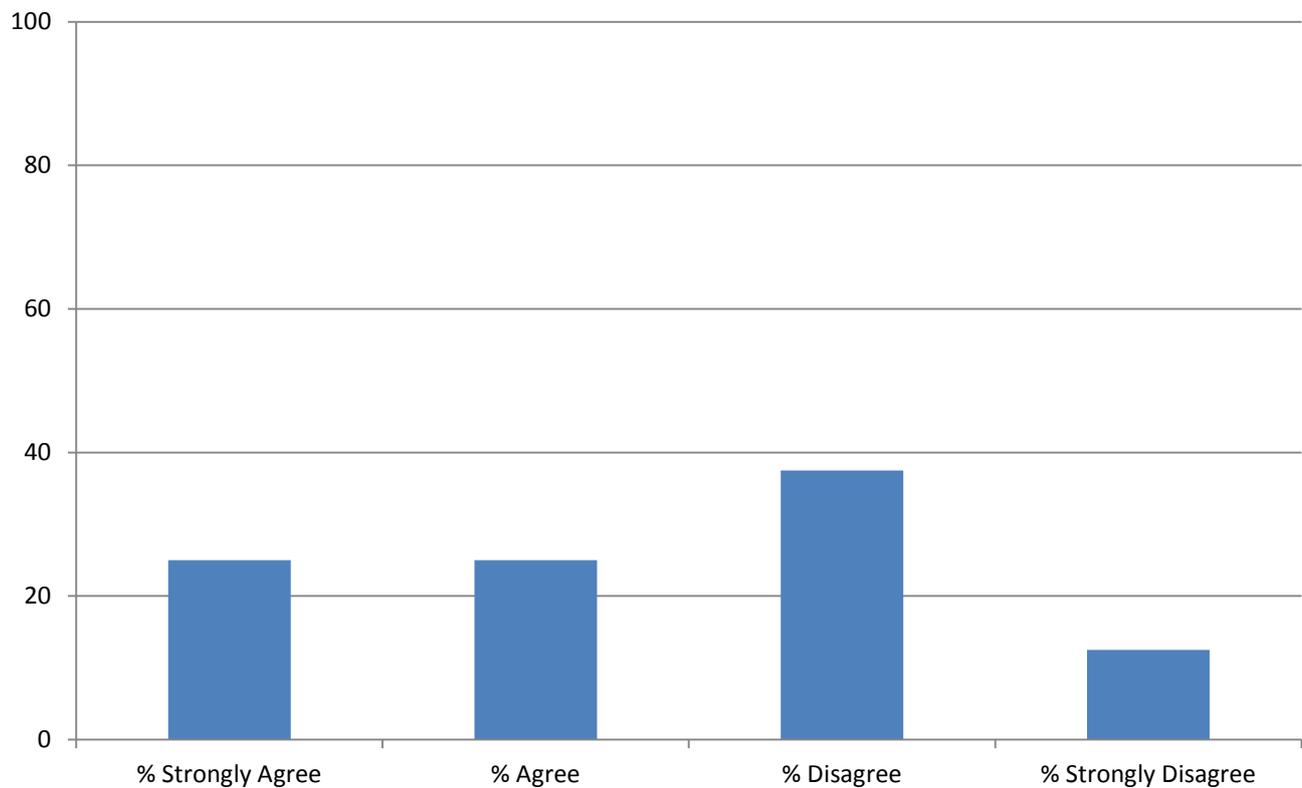


Figure 38: Response to Question 46. The names of the subjects are appropriate n=8



Appendix 2 – Written submission respondents

This appendix lists the organisations that made written submissions on the consultation draft curriculum across the English learning area.

Organisation	State or Territory	Respondent type/industry	Number of contributors	Subject
The Australian Association for the Teaching of English (AATE)	National	Professional Association	14	Essential English, English and Literature
Australian Council for Adult Literacy (ACAL)	National	Community Organisation	12	All subjects
Money Smart Teaching	National	Professional Association	2	English and EALD
Australian Human Rights Commission	ACT	Community Organisation	Not specified	All subjects
Office of the Board of Senior Secondary Studies	ACT	State or Territory Education Authority	Not specified	All subjects
St Edmunds College	ACT	School	1	Essential English, English and Literature
Board of Studies NSW	NSW	State or Territory Education Authority	1	All subjects
Catholic Education Office Sydney	NSW	State or Territory Education Authority	10	Essential English and Literature
St Ursula's College	NSW	School	2	Essential English
NT Board of Studies	NT	State or Territory Education Authority	Not specified	All subjects
Brisbane Catholic Education	QLD	State or Territory Education Authority	Not specified	All subjects
District Review Panel Chair - English, Fairholme College	QLD	School	1	English and Literature
Independent Schools Queensland	QLD	State or Territory Education Authority	Not specified	All subjects
Queensland Studies Authority (QSA)	QLD	State or Territory Education Authority	Not specified	All subjects
The English Teachers Association of Queensland (ETAQ)	QLD	Professional Teaching Association	Not specified	All subjects
University of Queensland	QLD	Academic	1	All subjects
Cornerstone College	SA	School	Not specified	Essential English, English and Literature
ESL Educators	SA	Professional Association	11	EALD
Eynesbury College	SA	School	3	English and Literature
SACE Board	SA	State or Territory Education Authority	Not specified	All subjects

Organisation	State or Territory	Respondent type/industry	Number of contributors	Subject
South Australian English Teachers Association	SA	Professional Teaching Association	Not specified	English and Literature
Curriculum Services, Department of Education	TAS	State or Territory Education Authority	Not specified	All subjects
Tasmanian Qualifications Authority (TQA)	TAS	State or Territory Education Authority	Not specified	Overall Comments
Catholic Education Office Melbourne	VIC	State or Territory Education Authority	Not specified	All subjects
The University of Melbourne	VIC	Academic	7	All subjects
Kew High School	VIC	School	15	English and Literature
Association of Independent Schools of Western Australia	WA	State or Territory Education Authority	25	Essential English, English and Literature
Cyril Jackson Senior Campus	WA	School	30	EALD
Department of Environment and Conservation	WA	Government Department	Not specified	English
English Teachers Association	WA	Professional Teaching Association	1	Essential English, English and Literature
School Curriculum and Standards Authority	WA	State or Territory Education Authority	Not specified	All subjects
Westralian Association of Teachers of English to Speakers of Other Languages	WA	Professional Teaching Association	22	EALD

Appendix 3 – Consultation findings – states and territories

This section provides hyperlinks to responses to the draft senior secondary English curriculum from those authorities responsible for senior years curriculum in their respective states and territories.

AUTHORITY	STATE/TERRITORY	Submission prepared
Board of Senior Secondary Studies	ACT	Feedback from consultation meetings
Board of Studies	NSW	From BOS consultation processes and input from educational sectors of NSW
Board of Studies	NT	From consultation meetings conducted by BOS consultants
Queensland Studies Authority (QSA)	QLD	In partnership with Education Queensland, Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ)
South Australian Certificate of Education (SACE) Board	SA	In partnership with Government, Catholic and Independent sectors in South Australia
Tasmanian Qualifications Authority (TQA)	TAS	Response including matters discussed by the TQA and from a program of workshops and consultation meetings with senior secondary teachers
Department of Education, Tasmania		From consultation meetings held in schools and colleges throughout the state
Victorian Curriculum and Assessment Authority (VCAA)	VIC	In partnership and on behalf of Department of Education and Early Childhood Development, Catholic Education Commission Victoria and Independent Schools Victoria
Schools Curriculum and Standards Authority (SCSA) <i>ACARA has been advised that the Western Australian response to consultation is to be published subsequent to further consultation.</i>	WA	In partnership with Department of Education (WA), Catholic Education Office of WA, Association of Independent Schools of WA