English Standard survey statements
Teachers and interested members of the public are invited to complete the Board of Studies, Teaching and Educational Standards NSW (BOSTES) online survey about the draft syllabuses for Stage 6 English, Mathematics, Science and History. It is available until 31 August 2016.

The purpose of this survey is to obtain feedback about the draft syllabuses. Feedback received from consultations will be used to guide the development of the final syllabus documents.

Please complete this survey online.

Aim and rationale
1. The rationale describes the nature and purpose of the course in the curriculum.
2. The aim provides a succinct statement of the overall purpose of the course.

Objectives
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.

Outcomes
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.
6. The learning progression from the Year 11 course to the Year 12 course is appropriate.

Course Structure
7. The course structure and requirements are clear, manageable and appropriate.
8. The text requirements are manageable and appropriate.

School-based assessment
9. The school-based assessment requirements are manageable.
10. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.

HSC assessment
11. Please comment on the HSC examination specifications.
12. Please comment on the options provided for the HSC examinations, noting changes to school-based assessment.

Content
13. The content describes the scope and depth of learning.
Learning across the curriculum

14. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.

Modules

15. The critical and creative components are appropriately balanced.
16. The module rubrics provide sufficient detail and direction for developing teaching, learning and assessment programs.
17. The modules provide students with opportunities to develop language skills through the study of texts.
18. The modules provide appropriate challenge and interest and are accessible for all students.
19. It is appropriate and manageable to teach Module C: The Craft of Writing concurrently with other modules.
20. The modules can be taught in the suggested time

Diversity of learners

21. The syllabus meets the needs of the diversity of learners.

Life Skills

22. The alignment of the course structure and the Life Skills outcomes and content is appropriate
23. The relationship between the course objectives and the Life Skills outcomes is appropriate.
24. The Life Skills outcomes and content provide scope for developing programs for students with special education needs.
25. The Life Skills outcomes provide the basis for assessing and reporting student achievement.

Glossary and additional terms

26. Provide comments about the glossary and additional terms for consideration.

Additional comments

27. Please provide any additional comments about the English Standard course and the related Life Skills outcomes and content.