



## Group 1 Consultation – Phase 5

# English Years 11–13

This info sheet provides information about the Years 11–13 English draft curriculum. From 15 May to 15 June 2026, we are consulting on the following subjects in this learning area:

- Year 11 English
- Years 12–13 English
- Years 12–13 Media, Journalism and Communications.

## Subject Specific Information

### Subject Structure

- Year 11 English is organised into two strands: Text Studies and Language Studies
- Years 12–13 English is organised into two strands: Literary Studies and Language Studies
- Years 12–13 Media, Journalism and Communications is organised into four strands: Media Language and Forms, Society and Context, Media Systems and Influence, Media Production Roles and Processes

### Subject Content

- Year 11 English is closely aligned with the structure and intent of Years 9–10, remaining broad in scope while introducing increased complexity. The content emphasises deeper conceptual analysis and increasingly controlled and purposeful communication, alongside clear pathways into senior disciplinary English and related fields such as Media, Journalism and Communication.
- Years 12–13 English reflects a shift from the broad Year 11 programme to more specialised study of literature and advanced composition. The content emphasises layered interpretation of literature, including dedicated study of Aotearoa New Zealand texts and engagement with literary theory, alongside the development of sophisticated, precise communication.
- Years 12–13 Media, Journalism and Communications has an emphasis on engagement with a diverse range of local, national, and international media. The nature of the subject is

both theoretical and practical and reflects industry practice, where students apply their understanding of Media, Journalism and Communications knowledge to production contexts where appropriate and possible.

## Learning area progressions between phases 1–5

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The Phase 5 (Years 11–13) curriculum provides clarity about what students are expected to know, and be able to do, for every learning area and year level. It supports mastery over time by providing content that is carefully selected, sequenced, and is coherent to make sure students build deep and transferable understanding.

Through Phase 5 English subjects students build on their knowledge and practices from earlier phases. Students begin with a foundational understanding of how texts are constructed and interpreted through language, structure, and context. In Phase 5 students explore a wide range of literature and non-fiction, looking closely at how language, structure, and context shape meaning and influence audiences. Students study how authors communicate ideas, viewpoints, and values, and develop their ability to think critically about texts. They compare different texts, evaluate perspectives, and support their interpretations with clear evidence. Through writing, students create a variety of texts for different purposes and audiences, such as essays, creative pieces, and analytical responses. They work on expressing ideas clearly and effectively, using appropriate language and structure.

Learning in Phase 5 builds from prior experiences to enable students to explore the interconnected nature of learning across subjects.

## Capabilities

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Draft subject specific capabilities are articulated alongside content, making explicit how disciplinary thinking develops through engagement with disciplinary knowledge and practices.

Students develop capabilities through the gradual mastery of disciplinary knowledge and practices, supported by the development of productive dispositions towards learning.

Subject specific capabilities enable students to pursue varied pathways and to successfully participate in their personal, professional, civic, and educational environments.