

English Foundations

| LEVEL 2 | 15 TCE CREDIT POINTS |
|---------------------------------|-------------------------|
| COURSE CODE | ENG215117 |
| COURSE SPAN | 2017 — 2024 |
| READING AND WRITING STANDARD | YES |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course was delivered in 2018. Use [A-Z Courses](#) to find the current version (if available).

English Foundations Level 2 is nationally comparable with all Australian jurisdictions where senior secondary Australian Curriculum: English has been implemented

All elements of Australian Curriculum: English Units 1 and 2 are contained in this course. English Foundations Level 2 focuses on developing learners' analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, learners develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English Foundations Level 2 is designed to develop learners' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Learners refine their skills across all language modes by engaging critically and imaginatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create mono and multimodal texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Rationale

English Foundations Level 2 focuses on developing learners' analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, learners develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English Foundations Level 2 is designed to develop learners' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Learners refine their skills across all language modes by engaging critically and imaginatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create mono and multimodal texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.



Aims

All senior secondary English courses aim to develop learners':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition English Foundations Level 2 aims to develop learners':

- understanding of the use of language for communication
- appreciation and creation of sustained interpretive, persuasive and imaginative texts in a range of modes
- engagement in critical analysis and reflection.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. describe the relationships between purpose, context and audience and how these relationships influence texts and their meaning
2. investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts
3. describe the ways in which ideas and attitudes are represented in texts
4. examine the ways texts are constructed to influence responses
5. create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts
6. apply clear and accurate communication and literacy skills
7. apply principles of academic integrity and use appropriate referencing (citation).

Pathways

English Foundations Level 2 is a course designed to prepare learners for the study of English Level 3, English Writing Level 3 and English Literature Level 3.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgment is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret and communicate complex information and ideas. In English learners apply, extend and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Learners compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts and audiences.



Course Structure

Learners undertake all studies from Section A and Section B.

The course has TWO (2) Sections:

- **Section A** consists of 2 Modules
This section of the course concerns Communication of Meaning focussing on Text Construction
- **Section B** consists of 2 Modules
This section of the course concerns Ideas, Attitudes and Voices in texts focussing on Representation.

Each Section contains TWO Modules:

Section A: Text Construction

The compulsory course content for both Module One and Module Two is outlined in the course content.

- Module One – Ideas and Issues
- Module Two – Negotiated Study.

Section B: Representation

The compulsory course content for both Module Three and Module Four is outlined in the course content.

- Module Three – Cultural Representation
- Module Four – Persuasion.

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|-------------------------|---|---------------------------------------|---|----------------------------------|
| | STUDY MODULES All Modules are compulsory. Course Delivery: The sequence of delivery is at the discretion of the provider. It is highly recommended that Module Two (Negotiated Study) is delivered last. | | | |
| | Section A: Text Construction: How meaning is communicated through language, texts, purpose, audience and contexts. | | Section B: Text Reception: How language and structural choices shape perspectives in and for a range of contexts. | |
| | MODULE ONE Ideas and Issues | MODULE TWO Negotiated Study | MODULE THREE Cultural Representation | MODULE FOUR Persuasion |
| Suggested Delivery Time | 55 hrs | 20 hrs 37.5 | 37.5 hrs | 37.5 hrs |

Forms of learner-created texts

Each of the course's modules includes compulsory minimum work requirements. In meeting the minimum work requirements for this course learners' must create a range of oral, written and multimodal texts for assessment. While some work requirements dictate the form that learners' texts will take (e.g. by specifying an essay [written] response), others do not have such specifications. In the latter cases, providers will determine the relative number of oral, written and multimodal texts learners' will create, noting that at least ONE oral and ONE multimodal text will be created for assessment over the course of study.



Texts

1. During the course learners must study at least:

- two (2) fictional texts of which one (1) is written
- two non-fiction texts of which one is written
- one film/documentary film
- one media or multimedia texts.

2. An illustrative text list will be produced by Curriculum Services, Department of Education Tasmania to support this course, but they are not prescribed texts.

Texts are selected from a range of cultural contexts, valued for their form and style and are recognised as having literary worth or artistic value.

Forms of texts for English Foundations Level 2 include literary texts (see Glossary definition) and non-literary texts, such as:

- fiction – novels, short stories, plays, poems, song lyrics, films, television programs, computer games
- non-fiction – biographies, journals, essays, speeches, reference books, news reports, documentaries
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, radio programs
- everyday texts – blogs, films, television programs, comic books, computer games, manuals.

Texts will be drawn from complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.

Texts can be written, spoken (dialogues, speeches, monologues, conversations, radio programs, interviews, lectures), multimodal (picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps) and in print or digital/online (books, CD-ROMs, websites, computer games, social networking sites, email, SMS, apps).

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.



Course Content

SECTION A: TEXT CONSTRUCTION: HOW MEANING IS SHAPED BY LANGUAGE, TEXT, PURPOSE, AUDIENCE AND CONTEXTS

Learners explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, learners consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Learners develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

| MODULE 1: IDEAS AND ISSUES | MODULE 2: NEGOTIATED STUDY |
|---|---|
| <p><i>Focus:</i> Learners explore the same idea or issue across a range of imaginative, interpretive and persuasive texts.</p> <p>They do this by:</p> <ul style="list-style-type: none"> examining how meaning is shaped by purpose, audience, contexts, language and text investigating how text structures and language features are used to convey ideas and issues. <p>Select one of the following electives:</p> <ul style="list-style-type: none"> Change Discovery Belonging. <p>Learners create at least:</p> <ul style="list-style-type: none"> one Multimodal presentation one analytical/interpretive essay one imaginative response. | <p><i>Focus:</i> Learners explore how meaning is communicated in a particular *text and how the language and elements of the text are shaped its purpose, the audience for whom they are intended, and the context in which it is created and received.</p> <p>By the end of this negotiated study each learner will:</p> <ol style="list-style-type: none"> Create an imaginative response equivalent to 750 – 1000 words that communicates a similar idea as the original text. Create an oral presentation supported by a learner-crafted multimodal text that is engaging for their classmates. The oral presentation supported by a learner-crafted multimodal text will: <ul style="list-style-type: none"> explore and analyse the text in terms of its: <ul style="list-style-type: none"> purpose, context, audience, use of language, mode and medium examine how the main issues appraised in the text may have contributed to its success. Self-selected short text studied <ul style="list-style-type: none"> Suggested text types: song, poem, music video, short fiction, short film, political cartoons, TED Talks, essay, editorial. |

DELIVERY AND ASSESSMENT MECHANISMS FOR MODULES 1 AND 2

The content of these Modules enables assessment of Criteria 1, 3, 4, 5, 6 and 7.

SECTION A: CONTENT

The following content descriptions outline the required knowledge, understandings and skills to be delivered and learned.

| | MODULE 1: IDEAS AND ISSUES STUDY | MODULE 2: NEGOTIATED STUDY |
|------------------|--|----------------------------|
| Texts in Context | <p>In both Modules learners:</p> <p>Investigate the relationships between language, context and meaning of an idea or issue or text by:</p> | |

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| | <ul style="list-style-type: none"> explaining how texts are created in and for different contexts (ACEEN001) describing how language choices are made for different purposes and in different contexts using appropriate metalanguage; (ACEEN002) assessing the choice of mode and medium in shaping the response of audiences, including digital texts. (ACEEN003) | |
| Language and textual analysis | <p>In Module 1 learners:</p> <p>Examine similarities and differences between imaginative, persuasive and interpretive texts including:</p> <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and points of view (ACEEN004) explaining the ways text structures, language features and stylistic choices are used to represent ideas or issues in different types of texts (ACEEN005) describing how vocabulary, idiom and rhetoric are used for different purposes and contexts to represent ideas or issues (ACEEN006) assessing the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts to represent ideas or issues. (ACEEN007) | |
| Engaging and Responding | <p>In both Modules learners:</p> <p>Describe and assess how responses to ideas or issues in texts, including learners' own responses, are influenced by:</p> <ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate (ACEEN008) personal, social and cultural context (ACEEN009) the use of imaginative, persuasive and interpretive techniques. (ACEEN010) | |
| Creating texts | <p>In both Modules learners:</p> <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011) drawing on a range of technologies in, e.g. research, communication and representation of ideas or issues (ACEEN012) combining visual, spoken and written elements where appropriate (ACEEN013) using evidence-based argument (ACEEN014) using appropriate quotation and referencing protocols (ACEEN015) using strategies for planning, drafting, editing and proofreading (ACEEN016) using accurate spelling, punctuation, syntax and metalanguage. (ACEEN017) | |
| Reflecting | <p>In both Modules learners:</p> <p>Reflect on ideas and issues in their own and others' texts by:</p> <ul style="list-style-type: none"> using textual evidence to assess the purpose and context of texts (ACEEN018) questioning responses to texts (ACEEN019) investigating the impact and uses of imaginative, interpretive and persuasive texts. (ACEEN020) | |

SECTION B: REPRESENTATION: IDEAS, ATTITUDES AND VOICES IN TEXTS:

Learners analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums learners consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Learners examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives*. Through the creation of their own texts learners are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

NB *Perspective refers to the way a reader/viewer is positioned by the author in relation to the text AND/OR how a particular ideology is embedded in a text.



| MODULE 3: CULTURAL REPRESENTATION | MODULE 4: PERSUASION |
|--|--|
| <p><i>Focus:</i> Learners consider the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. They do this by analysing how language and structural choices shape cultural perspectives*.</p> <p>Select one of the following electives:</p> <ul style="list-style-type: none"> • Get Animated: The power of moving images • Australian Stories: Difference and diversity • Current Affairs Reporting. <p>Learners create at least:</p> <ul style="list-style-type: none"> • one comparative essay • one shorter interpretive response • one imaginative response. | <p><i>How do composers persuade us through texts?</i></p> <p><i>Focus:</i> Learners examine the effect of language and stylistic choices and the ways in which these choices invite audiences to take positions for particular purposes, revealing attitudes, values and perspectives*.</p> <p>Select one of the following electives:</p> <ul style="list-style-type: none"> • Get Real: Truth and documentary • Speeches: How language changes the world • Media: The power of advertising • Among the Rubble: The language of war/terror. <p>Learners create at least:</p> <ul style="list-style-type: none"> • one major persuasive response e.g. a photo story for a speech or podcast, a trailer/storyboard for a mockumentary or documentary, an advertorial • one analytical response. |

DELIVERY AND ASSESSMENT MECHANISMS FOR MODULES 3 AND 4

The content of these Modules enable assessment of Criteria 2, 3, 4, 5, 6 and 7.

SECTION B: CONTENT

The following content descriptions outline the required knowledge, understandings and skills to be delivered and learned for Modules 3 and 4.

| | MODULE 3: CULTURAL REPRESENTATION | MODULE 4: PERSUASION |
|-------------------------------|---|--|
| Texts in Context | <p>In Module 3 learners:</p> <p>Compare texts in a variety of contexts, mediums and modes by:</p> <ul style="list-style-type: none"> • explaining the relationship between purpose and context (ACEEN021) • describing the style and structure of texts including digital texts (ACEEN022) • assessing similarities and differences between hybrid texts. (ACEEN023) | |
| Language and textual analysis | <p>In Module 3 learners:</p> <p>Investigate the representation of ideas, attitudes and voices in texts including:</p> <ul style="list-style-type: none"> • describing the ways language features, text structures and stylistic choices shape points of view (ACEEN024) • describing the effects of using multimodal and digital conventions such as navigation, sound and image. (ACEEN026) | <p>In Module 4 learners:</p> <p>Investigate the representation of ideas, attitudes and voices in texts including:</p> <ul style="list-style-type: none"> • describing the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) • assessing the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025) • explaining how attitude and mood are created. (ACEEN027) |
| Engaging and responding | <p>In Module 3 learners:</p> <p>Describe and assess how and why responses to texts vary through:</p> | <p>In Module 4 learners:</p> <p>Describe and assess how and why responses to texts vary through:</p> |

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|----------------|--|--|
| | <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) the ways ideas, attitudes and voices are represented, (ACEEN029) | <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media (ACEEN029) the interplay between imaginative, persuasive and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform or influence(ACEEN030) identifying changing responses to texts over time and in different cultural contexts. (ACEEN031) |
| Creating texts | <p>In both Modules learners: Create a range of texts:</p> <ul style="list-style-type: none"> using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (ACEEN032) experimenting with text structures, language features and multimodal devices (ACEEN033) developing and sustaining voice, tone and style (ACEEN034) selecting and applying appropriate textual evidence to support arguments (ACEEN035) using strategies for planning, drafting, editing and proofreading (ACEEN036) using accurate spelling, punctuation, syntax and metalanguage. (ACEEN037) | |
| Reflecting | <p>In Module 3 learners: Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> describing the values and attitudes expressed in texts (ACEEN038) assessing the effectiveness of texts in representing ideas, attitudes and voices. (ACEEN039) | <p>In Module 4 learners: Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> assessing the effectiveness of texts in representing ideas, attitudes and voices (ACEEN039) explaining how and why texts position readers and viewers. (ACEEN040) |



Work Requirements

Completion of these Work Requirements will give learners the opportunity to demonstrate achievement against the appropriate criteria:

- one (1) Ideas and Issues Study
- one (1) Negotiated Study
- one (1) Study of Cultural Representation
- one (1) Language Study: Persuasion.

In studying this course, teachers must ensure learners study a variety of text types across the four modules. Learners will engage with a range of print texts, including at least:

- two (2) fiction texts of which one (1) is written
- two (2) non-fiction texts of which one (1) is written.

They will engage with a range of non-print texts, including at least:

- one (1) film/documentary film
- one (1) media or multimedia text.

SUMMARY OF WORK REQUIREMENTS

| STRAND OR ELEMENT | MINIMUM WORK REQUIREMENTS | |
|---|---|---|
| Module One Ideas and Issues Study 55 hours | <ul style="list-style-type: none">• From one of Three electives | <ul style="list-style-type: none">• One multimodal presentation• One analytical essay• One imaginative response |
| Module Two Negotiated Study 20 hours | <ul style="list-style-type: none">• Learner selects one text | <ul style="list-style-type: none">• One imaginative response• One oral presentation supported by a learner-crafted multimodal text |
| Module Three Cultural Representation 37.5 hours | <ul style="list-style-type: none">• From one of Three electives | <ul style="list-style-type: none">• One comparative essay• One shorter interpretive response• One imaginative response |
| Module Four Language Study: Persuasion 37.5 hours | <ul style="list-style-type: none">• From one of Four electives | <ul style="list-style-type: none">• One major persuasive response• One analytical response |



Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by TASC. The work, while not necessarily fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of learner work that providers submit to the meeting should include sufficient and appropriate material for judgements to be made about the learner's standard of literacy skills.

The review meeting will give advice about the provider's assessment standards. Providers are expected to act on this advice.

TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately when finalising learners' results. The nature and scope of this requirement will be risk-based.

Criteria

The assessment for English Foundations Level 2 will be based on the degree to which the learner can:

1. describe how texts and their meaning are shaped by purpose, context, audience and language
2. describe how ideas, attitudes and voices are represented in texts and influence audiences
3. compose and craft texts
4. compose and craft oral and multimodal texts
5. compose and craft imaginative texts
6. use accurate and effective language
7. apply time management, planning, negotiation, academic integrity principles and referencing skills



Standards

Criterion 1: describe how texts and their meaning are shaped by purpose, context, audience and language

The learner:

| Rating A | Rating B | Rating C |
|--|---|--|
| explains relationships between language, purpose, context, audience and meaning | describes relationships between language, purpose, context, audience and meaning | identifies key relationships between language, purpose, context, audience and meaning |
| explains key similarities and differences between texts* | describes key similarities and differences between texts* | identifies key similarities and differences between texts* |
| explains how responses to texts are influenced by purpose, context and use of techniques | describes the main ways responses to texts are influenced by purpose, context and use of techniques | identifies the main ways responses to texts are influenced by purpose, context and use of techniques |
| reflects on and explains the impact and uses of texts*. | reflects on and describes the impact and uses of texts*. | reflects on and identifies the impact and uses of texts*. |

This criterion specifically relates to the content of Modules 1 and 2.

*Within the context of this criterion, 'texts' refers to imaginative, persuasive and interpretive texts of own and others.

Criterion 2: describe how ideas, attitudes and voices are represented in texts and influence audiences

The learner:

| Rating A | Rating B | Rating C |
|---|---|--|
| compares texts in a variety of contexts, mediums and modes | describes key connections between texts contexts, mediums and modes | identifies key connections between a limited range of texts, contexts, mediums and modes |
| explains and assesses the ways ideas, values, attitudes and voices are represented in texts | describes some of the ways ideas, values, attitudes and voices are represented in texts | identifies some of the ways ideas, values, attitudes and voices are represented in texts |
| explains, using sound reasoning, how and why responses to texts vary | describes some key reasons, how and why responses to texts vary | identifies some key reasons, how and why some responses to texts vary |
| explains how and why texts position readers and viewers. | describes how and why texts position readers and viewers. | identifies how and why texts position readers and viewers. |

This criterion specifically relates to the content of Modules 3 and 4.

Criterion 3: compose and craft texts

The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| uses planning, drafting, editing and proofing strategies to refine the effectiveness of own responses* | uses planning, drafting, editing and proofing strategies to develop own responses* | plans, drafts, proofreads as directed to develop responses* |
| communicates ideas for different | communicates ideas in texts that | communicates ideas in texts for some |

| | | |
|--|---|--|
| purposes, contexts and audiences | address purpose, context and audiences | purposes, contexts and audiences |
| creates texts with clear focus, structure sustaining analysis and argument | creates texts with clear focus, structure evidencing development of analysis and argument | creates texts with a clear focus, structure evidencing some development of analysis and argument |
| selects appropriate language features and text structures to communicate ideas effectively | uses a range of language features and text structures to communicate ideas | uses language features and text structures to communicate ideas |
| uses voice, tone and style for effect in the composition and crafting of texts | demonstrates consistent control of voice, tone and style in the composition and crafting of texts | demonstrates some control of voice, tone and style in the composition and crafting of texts |
| selects detailed contextual and textual evidence to support their own interpretations. | selects relevant contextual and textual examples to support their own interpretations. | uses some contextual and textual examples to support their own interpretations. |

*Within the context of this criterion, 'responses' refers to analytical, reflective, interpretive and persuasive text types (only). Response modes include oral, written and multimodal.

Criterion 4: compose and craft oral and multimodal texts

The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| creates sustained texts using appropriate mode* and content for a range of purposes, contexts and audiences | creates texts using appropriate mode* and content for differing purposes, contexts and audiences | creates texts using mode* and content for specific purposes, contexts and audiences |
| selects and uses structural devices to effectively organize texts | selects and uses appropriate structural devices to organize texts | uses key structural devices to organise texts |
| effectively uses technical features and conventions of different types of multimodal texts for specific effect | uses appropriate technical features and conventions of multimodal texts for specific effect | uses key technical features and conventions of multimodal texts for specific effect |
| explains and assesses choice of mode, structures and features in design of own texts. | describes and assesses choice of mode, structures and features in design of own texts. | identifies and assesses choice of mode, structures and features in design of own texts. |

*'Mode' refers to language (written/ spoken), audio, visual, gesture and spatial.

Criterion 5: compose and craft imaginative texts

The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| uses planning, drafting, editing and proofing to refine the effectiveness of own responses | uses planning, drafting, editing and proofing strategies to develop own responses | plans, drafts and proofreads as directed to develop responses |
| responds* creatively to the ideas of others, by shaping, directing or transforming them to suit new purposes, contexts and audiences | responds* with imagination to the ideas of others, shaping them to suit new purposes, contexts and audiences | responds* to ideas and materials introduced by others, shaping them to suit purpose, context and audience |
| controls appropriate language features for effect in modes, mediums and genres | selects appropriate language features for effect in modes, mediums and genres | uses appropriate language features for modes, mediums and genres |

| | | |
|---|---|--|
| controls structural devices for organisation and impact | selects appropriate structural devices to organise responses | uses structural devices to organise responses |
| reviews choice of mode, structures and features in design of own text | explains choice of mode, structures and features in design of text | describes choice of mode, structures and features in design of own text |
| controls appropriate elements to engage the interest of the intended audience in own texts. | uses appropriate elements to engage intended audience in own texts. | awareness of intended audience is evidenced through use of some elements in own texts. |

*'Responds' – in oral, written or multimodal forms.

Criterion 6: use accurate and effective language

The learner:

| Rating A | Rating B | Rating C |
|--|--|---|
| accurately spells most frequently used and unusual, unfamiliar words, technical and specialised vocabulary | accurately spells most frequently used words including relevant technical and specialised vocabulary | accurately spells most common words |
| controls a range of simple, compound and complex sentence structures to clearly convey complex ideas | controls simple, compound and complex sentence structures to clearly convey ideas | uses a combination of simple, compound and complex sentence structures to convey ideas |
| uses, selects and refines vocabulary choices and metalanguage with precision to convey meaning | uses idioms, vocabulary and metalanguage from everyday and specific contexts with increasing precision to convey meaning | appropriately uses idioms, vocabulary and some metalanguage from everyday and specific contexts to convey meaning |
| uses punctuation accurately and effectively to convey a range of emotions and intentions | uses punctuation accurately to convey emotions and intentions | uses punctuation as an aid to understanding* |
| selects and effectively uses registers appropriate to purpose, audience and context | selects and uses formal and informal registers appropriate to purpose and audience | uses formal and informal registers as directed |
| effectively communicates ideas using a logical structure to produce a cohesive text/response. | clearly communicates ideas using a logical structure to produce a cohesive text/response. | clearly communicates and sequences ideas. |

*E.g. Use of capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks.

Criterion 7: apply time management, planning, negotiation, academic integrity principles and referencing skills

The learner:

| Rating A | Rating B | Rating C |
|--|---|---|
| meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy | meets specified/negotiated timelines and addresses all required task characteristics* | meets specified/negotiated timelines and addresses most aspects of required task characteristics* |
| considers, selects and uses strategies to achieve objectives and manage activities within proposed times | uses strategies to achieve objectives and perform tasks within proposed times | uses strategies as directed to achieve objectives and perform tasks within proposed times |
| uses negotiation skills to form a logical | uses negotiation skills to form a learning | uses negotiation skills to form |

| learning program that addresses the required components** | program that addresses most of the required components** | a learning program that addresses some aspects of the required components** |
|---|---|--|
| identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly | identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed | as directed, identifies the sources of information, images, ideas and words that are not the learner's own |
| creates appropriate reference lists/ bibliographies. | creates reference lists/ bibliographies. | as directed, creates reference lists/ bibliographies. |

*'required task characteristics' may include: degree of polish; word limits; formatting requirements; and presentation requirements.

**'required components' are those given in the task specifications. For example, in the learner's negotiated task proposals these might include: the topic/area of study; resource requirements; time frames; goals; product/s (evidence to be assessed); and assessment details (e.g. criteria to be assessed).



Glossary Of Terms Used In Standards

| Term | Explanation |
|----------------|--|
| Accurately | Free from mistakes or errors: able to produce results that are correct. |
| Analyse | Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences. |
| Apply | Use or employ in a particular situation. |
| Assess | Make a judgement of value, quality, outcomes, results or size. |
| Challenge | A call to prove or justify something. |
| Clarify | Make clear or plain. |
| Coherent | Orderly, logical, and internally consistent relation of parts. |
| Communicates | Conveys knowledge and/or understandings to others. |
| Compare | Show how things are similar or different. |
| Complex | Consisting of multiple interconnected parts or factors. |
| Considered | Formed after careful thought. |
| Construct | Make; build; put together items or arguments. |
| Contrast | Show how things are different or opposite. |
| Control | Ability to manage, adjust, regulate. |
| Create | To produce, design, make something new, fashion, construct, invent, bring into being. |
| Define | State meaning and identify essential qualities. |
| Demonstrate | Show by example. |
| Describe | Give an account of characteristics or features. |
| Develop | Begin to build an opinion or idea. |
| Discuss | Talk or write about a topic, taking into account different issues and ideas. |
| Effectively | Adequate to accomplish a purpose: produce a desired result: having an intended effect. |
| Evaluate | Make a judgement based on criteria; considering important factors and available evidence in making judgement that can be justified. |
| Explain | Demonstrating understanding of reasoning and/or application. |
| Examine | Inquire into, inspect thoroughly, closely, carefully and in detail. |
| Experiment | To try something new, to learn, prove, discover or gain experience. |
| Explore | To examine closely and experiment with texts. |
| Identify | Recognise and name: establish or indicate who or what someone or something is. |
| Interpretation | Draw meaning from: explanation of meaning within the context of one's own understanding. |
| Interrogate | To question, ask, query, probe, deeply consider. |
| Investigate | Plan, inquire into and draw conclusions about. |
| Key | Significant: of crucial importance. |
| Manipulate | Adapt or change. |
| Outline | Sketch in general terms; indicate the main features of. |
| Precision | The quality, condition, or fact of being exact and accurate: a summary: or the gist of subject matter expressed in as few words as possible. |
| Reflect | Think deeply or carefully about; possibilities and opinions. |
| Represent | Use words, images, symbols or signs to convey meaning. |
| Responding | In English: When learners listen to, read or view texts they interact with those texts to make meaning. Responding involves learners identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating. |
| Select | Choose in preference to another or others. |
| Summarise | Express, concisely, the relevant details. |
| Sustained | Consistency maintained throughout. |
| Understand | Perceive what is meant, grasp an idea, and to be thoroughly familiar with. |



Qualifications Available

English Foundations Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in English Foundations Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.



Expectations Defined By National Standards In Content Statements Developed by ACARA

The statements in this section, taken from documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

ENGLISH

UNIT 1

Investigate the relationships between language, context and meaning by:

- explaining how texts are created in and for different contexts (ACEEN001)
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience (ACEEN002)
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. (ACEEN003)

Examine similarities and differences between imaginative, persuasive and interpretive texts including:

- explaining the ways language features, text structures and conventions communicate ideas and points of view (ACEEN004)
- explaining the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
- analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
- evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts. (ACEEN007)

Analyse and evaluate how responses to texts, including Learners' own responses, are influenced by:

- purpose, taking into account that a text's purpose is often open to debate (ACEEN008)
- personal, social and cultural context (ACEEN009)
- the use of imaginative, persuasive and interpretive techniques. (ACEEN010)

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
- drawing on a range of technologies in, e.g. research, communication and representation of ideas (ACEEN012)
- combining visual, spoken and written elements where appropriate (ACEEN013)
- using evidence-based argument (ACEEN014)
- using appropriate quotation and referencing protocols (ACEEN015)
- using strategies for planning, drafting, editing and proofreading (ACEEN016)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN017)

Reflect on their own and others' texts by:

- analysing textual evidence to assess the purpose and context of texts (ACEEN018)
- questioning responses to texts (ACEEN019)
- investigating the impact and uses of imaginative, interpretive and persuasive texts. (ACEEN020)

UNIT 2

Compare texts in a variety of contexts, mediums and modes by:

- explaining the relationship between purpose and context (ACEEN021)
- analysing the style and structure of texts including digital texts (ACEEN022)
- evaluating similarities and differences between hybrid texts, for example, infotainment, product placement in movies, hypertext fiction. (ACEEN023)

Investigate the representation of ideas, attitudes and voices in texts including:

- analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
- evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025)
- analysing the effects of using multimodal and digital conventions such as navigation, sound and image (ACEEN026)



- analysing how attitude and mood are created, for example, through the use of humour in satire and parody. (ACEEN027)

Analyse and evaluate how and why responses to texts vary through:

- the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
- the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media (ACEEN029)
- the interplay between imaginative, persuasive and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
- analysing changing responses to texts over time and in different cultural contexts. (ACEEN031)

Create a range of texts:

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (ACEEN032)
- experimenting with text structures, language features and multimodal devices (ACEEN033)
- developing and sustaining voice, tone and style (ACEEN034)
- selecting and applying appropriate textual evidence to support arguments (ACEEN035)
- using strategies for planning, drafting, editing and proofreading (ACEEN036)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN037)

Reflect on their own and others' texts by:

- analysing the values and attitudes expressed in texts (ACEEN038)
- evaluating the effectiveness of texts in representing ideas, attitudes and voices (ACEEN039)
- explaining how and why texts position readers and viewers. (ACEEN040)

Accreditation

The accreditation period for this course has been renewed from 1 January 2019 until 31 December 2021.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 25 September 2016 for use from 1 January 2017. This course replaces General English (ENG215115) that expired on 31 December 2016.

Version 1.1 – Renewal of accreditation on 13 August 2017 for use in 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.2 - Accreditation renewed on 14 July 2021 for the period 1 January 2022 until 31 December 2024. Module 2 recommended as last Module in delivery sequence.



Appendix 1

Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

| Term | Explanation |
|--------------|--|
| Aesthetic | A sense of beauty or an appreciation of artistic expression. |
| Appreciation | The act of discerning quality and value of literary texts. |
| Assumption | Something that is accepted as true or as certain to happen without proof. |
| Attitudes | An outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear. |
| Audience | The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes learners in the classroom, an individual, the wider community, review writers, critics and the implied audience. |
| Author | The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography). |

| Term | Explanation |
|--------------------------------|---|
| Composing | Composing is the activity that occurs when learners produce written, spoken, visual, multimedia or performance texts. Composing involves the shaping and arrangement of textual elements to explore and express ideas and values and the processes of imagining, drafting, appraising, reflecting and refining. |
| Concept | A concept is an abstract idea derived or inferred from specific instances or occurrences. A 'concept' typically operates in and through language and the text which enables ideas and experiences to be organised and at the same time shapes meaning and inferences. |
| Context | The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning. |
| Convention | An accepted practice that has developed over time and is generally used and understood, for example the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations. |
| Critical and creative thinking | Learners analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Learners experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Learners use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables learners to apply imaginative and inventive capacities in the creation of their own original works. |
| Culture | The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle. |
| Cultural Representation | Cultural representation refers to the way in which texts and language characterise particular individuals, groups and cultures. Cultural representations may challenge or reflect the way people currently perceive individuals, groups or cultures. For example, conservationists may be depicted as 'young, scruffy, shiftless people' in a particular text while being depicted as 'middle-aged, socially-aware people in another'. These different cultural representations may be created through the written or visual language used in each text. It is important for learners to realise that omission helps to shape cultural representations too. For example, when a group of Australian workers is depicted on a website, the fact that certain groups may be unrepresented – the poor, women, young people, disabled people – helps to shape that representation. |

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| | <p>Learners need to understand that cultural representations have a powerful influence on people's ideas, values, attitudes and power relationships.</p> <p>Current media issues provide rich, authentic opportunities for the study of this concept. An understanding of cultural representation is important whether learners are responding to or composing texts.</p> |
|--|---|

| Term | Explanation |
|----------------------|---|
| Digital technologies | The use of digital resources to effectively find, analyse, create, communicate, and use information in a digital context and incorporates the hardware of mobile phones, cameras, tablets, laptops and computers and the software to power these devices. |
| Digital texts | Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature. |

| Term | Explanation |
|----------|---------------------------------|
| Explicit | Deliberately shown or revealed. |

| Term | Explanation |
|----------------------|---|
| Figurative language | <p>Word groups/phrases used in a way that differ from the expected or everyday usage.</p> <p>They are used in a non-literal way for particular effect (for example: simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').</p> |
| Form: forms of texts | The shape and structure of texts. Literary texts, for example, include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts, and non-fiction. |

| Term | Explanation |
|---------|--|
| Genre | The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories). |
| Grammar | The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text. |

| Term | Explanation |
|--------------|--|
| Hybrid texts | Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print. |

| Term | Explanation |
|-----------------|---|
| Ideas | In this course the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs. |
| Idiom | A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth'). |
| Implicit | Implied, but not directly stated. |
| Interpretation | See Reading and Readings. |
| Intertextuality | <p>The process by which a reader makes connections between texts e.g. texts read previously and the text being read at present.</p> <p>Readers might see connections in terms of:</p> <ul style="list-style-type: none"> the representations of ideas or groups of people; the generic conventions used; of the language, form or style; in terms of the ideologies promoted; the plots or characters or themes. |

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| | Some texts allude to others, sometimes directly, sometimes subtly. While reading one text, readers might notice resonances with another text. By reading intertextually, we can examine how a text might position readers by inviting them to draw on ways of thinking they have encountered in other texts. |
| Issues | Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader/audience to identify these. |

| Term | Explanation |
|-------------------|--|
| Language features | The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production. |
| Language patterns | The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example, the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning. |
| Literacy | A synthesis of language, thinking and contextual practices through which meaning is shaped. |
| Literary texts | 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 learners' scope of experience. Literary texts include a broad range of forms, such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts. |

| Term | Explanation |
|--------------|--|
| Marginalise | Alienate the views of, or underplay the significance of groups or individuals. |
| Meaning | The dynamic relationship between text and responder involving information (explicit and implicit), the affective and the contextual. |
| Media texts | Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English courses can be found in newspapers and magazines and on television, film, radio, computer software and the internet. |
| Medium | A channel of communication. The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or the typewriter). |
| Metalanguage | Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction'). |
| Mode | The various processes of communication – listening, speaking, reading/viewing and writing/creating and representing chosen as the way to transmit a message. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture. |
| Module | A component of a course in the syllabus. |
| Mood | The atmosphere or feeling in a particular text. For example, a text might create a sombre, reflective, exhilarating or |

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| | menacing mood or atmosphere depending on the imagery or other language used. |
| Multimodal text | Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations). |
| Multiple readings | <p>A literary text is open to interpretation, can be read in a number of ways, depending on the reading strategies that readers are employing. In that sense, because different reading strategies are being used by different readers, then multiple readings of the text are possible.</p> <p>For example, if the reader focuses on the representation of gender in a text then that might lead the reader to certain conclusions, for example, the text is 'politically incorrect (or correct)', 'feminist' or 'chauvinist'.</p> <p>Another reader might focus on class, for example, the class to which the writer belonged and the effects that had on the construction of the text; such a reading might focus on the representation of class in the text that privileges one class over another or that objects to the treatment of a class by the wider society.</p> <p>A third reader might focus on the writer's adherence to or adaptation of conventions of a genre; and on the writer's choice of language and the implied ideologies of that language.</p> <p>Three very different 'readings' of the same text might be created and each would be assessed on its merits. A single reader might also be able to create more than one reading of a text, for example, by explaining, "One reading of the text is that....." and "Another reading of this text might be that...."</p> |

| Term | Explanation |
|-------------------------|---|
| Narrative | A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated). |
| Narrative point of view | <p>The ways in which a narrator may be related to the story.</p> <p>For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.</p> |
| Negotiation | <p>Negotiation involves learners making decisions about their own learning in collaboration with a teacher or other learners.</p> <p>To negotiate effectively, learners need information from the teacher about aims, resources, assessment procedures, constraints and non-negotiable outcomes.</p> <p>Negotiation is a collaborative process in which participants work to achieve outcomes that are acceptable to all.</p> |
| Nuances | Shades of meaning attached to words (small subtle differences in meaning between similar words or phrases). |

| Term | Explanation |
|-----------|--|
| Omissions | <p>Are commonly referred to as gaps or silences in texts.</p> <p>Gaps and silences occur frequently in texts. They are created when the author, intentionally or unintentionally, chooses to include some pieces of information and omit others.</p> <p>Gaps are spaces in a text where something is left out, that the author expects readers or viewers to be able to fill in because of their prior knowledge and cultural understandings.</p> <p>Silences are authorial omissions or absences in a text, which may be either deliberate or unconscious. They operate to create a particular invited reading.</p> |

| Term | Explanation |
|-------------|--|
| Parody | An imitation created to poke fun at a text, genre, form, style, institution or person. |
| Perspective | Refers to the way a reader/viewer is positioned by the author in relation to the text AND/OR how a particular ideology is embedded in a text. For example, a feminist perspective. |

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| Privilege | When the authors of a text privilege something, they are giving it more importance than they do to other ideas or things. |
| Point of view | Refers to the viewpoint of an author, implied audience or characters in a text. It is the position from which the subject matter of a text is designed to be perceived. |
| Prose | Ordinary language used in speaking or writing, distinguished from poetry by its lack of a marked metrical structure. Many modern genres, such as short stories, novels in fiction, for example, and letters, essays, and other types of non-fiction writing are typically written in prose. |
| Purpose | What an author wants to achieve with their text. |

| Term | Explanation |
|----------------|---|
| Reading | <p>The process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources.</p> <p>Reading occurs in different ways, for different purposes, in a variety of public and domestic settings.</p> <p>Reading is therefore a cultural, economic, ideological, political and psychological act. The term applies to the act of reading print texts or the act of viewing a film or static image.</p> |
| Readings | <p>Readings are particular interpretations of a text. The classification of readings into alternative, resistant or dominant is quite arbitrary, depending on the ideology held by the reader.</p> <p>Alternative readings: readings that focus on the gaps and silences in texts to create meanings that vary from those meanings that seem to be foregrounded by the text.</p> <p>Dominant reading: is the reading that seems to be, for the majority of people in society, the natural or normal way to interpret a text. In a society where there are strongly competing discourses (i.e. most societies), the definition of what is a dominant reading depends on the ideology of the person making the decision.</p> <p>Resistant reading: a way of reading or making meaning from a text which challenges or questions the assumptions underlying the text. Resistant readings employ a discourse different from the discourse that produces the dominant reading.</p> |
| Reflection | Reflection enables learners to think about and review their learning and to make judgements and decisions about their work. It incorporates self-assessment, goal setting and planning. Reflection may be written or spoken and may be carried out individually or within a group. |
| Register | <p>The style of language, grammar, and words used for particular situations.</p> <p>The appropriate language register depends upon the audience (who), the topic (what), purpose (why) and location (where).</p> |
| Remixing | The purpose of remixing is humour, parody, or to point out injustices and questionable values. |
| Representation | <p>Representation refers to the way ideas, values, attitudes, people, events, issues or subjects are presented in a text.</p> <p>The term implies that texts are not mirrors of the real world; they are constructions of 'reality'. These constructions are partially shaped through the writer's use of conventions and techniques.</p> |
| Representing | <p>The language mode that involves composing images by means of visual or other texts.</p> <p>These images and their meaning are composed using codes and conventions.</p> <p>This term can include activities such as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.</p> |
| Responding | <p>The activity that occurs when learners read, listen to or view texts. It encompasses the personal and intellectual connections a learner makes with texts.</p> <p>It also recognises that learners and the texts to which they respond exist in social and cultural contexts.</p> |



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| | Responding typically involves: reading, listening and viewing that depend on, but go beyond, the decoding of texts identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating. |
| Rhetoric | Refers to the language of argument, using persuasive or forceful language. |
| Rhetorical devices | Language techniques used in argument to persuade audiences for example rhetorical questions, repetition, propositions, figurative language. |

| Term | Explanation |
|-----------------------------|--|
| Standard Australian English | <p>The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars.</p> <p>While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.</p> |
| Stylistic choices | Refers to the selection of stylistic features to achieve a particular effect. |
| Stylistic features | <p>The ways in which aspects of texts (such as words, sentences, and images) are arranged and how they affect meaning.</p> <p>Style can distinguish:</p> <ul style="list-style-type: none"> the work of individual authors (for example, Jennings's stories, Lawson's poems), the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). <p>Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.</p> |
| Subvert | Challenges the usual; way of doing something or challenges common values. |

| Term | Explanation |
|----------------|--|
| Text | <p>The means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, visual, spoken or multimodal and in print or digital/online forms.</p> <p>Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.</p> |
| Text structure | <p>The ways in which information is organised in different types of texts.</p> <p>For example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect.</p> <p>Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues, hypertext.</p> |
| Theme | <p>An idea, concern or argument developed in a text.</p> <p>A recurring element (for example, the subject of a text may be love, and its theme could be how love involves sacrifice).</p> <p>A work may have more than one theme.</p> |
| Tone | <p>Tone describes the way the 'voice' is delivered.</p> <p>For example, the tone of a voice or the tone in a passage of writing could be friendly or angry or persuasive.</p> |
| Transformation | Changing the form or shape of a text, for example, by appropriation, adaptation, subversion or parody. |
| Types of texts | Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive |

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| | <p>types of texts although these distinctions are neither static nor discrete and particular texts can belong to more than one category.</p> <p>Analytical texts Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.</p> <p>Imaginative texts Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts such as film.</p> <p>Interpretive texts Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.</p> <p>Persuasive texts Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.</p> <p>Reflective texts Texts whose primary purpose is to reflect on texts and ideas but in a less formal way than an analytical essay. Such texts could include a series of journal entries about a literary text or a single piece reflecting on what one hoped to achieve in a creative production.</p> |
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| Term | Explanation |
|---|---|
| Value (verb) | To estimate or assign worth to a text; to consider something to have worth. |
| Value (noun) | A quality desirable as a means or an end in itself. |
| Visual elements | Visual components of a text such as composition, framing, representation of action or reaction, shot size, social distance and camera angle. |
| Voice/Voices in texts see also Narrative point of view and Tone | <p>Authorial voice In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author; the persona, role or character adopted by an author.</p> <p>Narrative voice The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.</p> |
| Voices in texts | As well as an author's voice, texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of other individuals or groups. It is important to recognise the various voices in a text, how they relate to one another, and how the creator of a text uses these to shape audience response. |



Appendix 2

Line of Sight – English Foundations Level 2

| Learning Outcome | Criterion | Content | Criterion and elements |
|---|---|---|--|
| <p>Describe the relationships between purpose, context and audience and how these relationships influence texts and their meaning</p> <p>Investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts</p> | C1 Describe how texts and their meaning are shaped by purpose, context, audience and language | <p>Module 1</p> <p>Module 2</p> | <p>C1 Elements 1-3 (ACEEN001) (ACEEN002) (ACEEN003) (ACEEN004) (ACEEN005) (ACEEN006) (ACEEN007) (ACEEN008) (ACEEN009) (ACEEN010) (ACEEN018) (ACEEN019) (ACEEN020)</p> |
| <p>Describe the ways in which ideas and attitudes are represented in texts</p> <p>Examine the ways texts are constructed to influence responses</p> | C2 Describe how ideas, attitudes and voices are represented in texts and influence audiences | <p>Module 3</p> <p>Module 4</p> | <p>C2 Elements 1-3 (ACEEN021) (ACEEN022) (ACEEN023) (ACEEN024) (ACEEN025) (ACEEN026) (ACEEN027) (ACEEN028) (ACEEN029) (ACEEN030) (ACEEN031) (ACEEN038) (ACEEN039) (ACEEN040)</p> |
| Create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts | <p>C3 Compose and craft texts</p> <p>C4 Compose and craft oral and multimodal texts</p> <p>C5 Compose and craft imaginative texts</p> | <p>Module 1</p> <p>Module 2</p> <p>Module 3</p> <p>Module 4</p> | <p>(ACEEN011-14) (ACEEN032-35)</p> |
| Apply clear and accurate communication and literacy skills | C6 Use accurate and effective language | <p>Module 1</p> <p>Module 2</p> <p>Module 3</p> | (ACEEN016-17) |

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|--|---|--|-----------------------------|
| | | Module 4 | |
| Apply principles of academic integrity and use appropriate referencing (citation). | C7 Apply time management, planning, negotiation, academic integrity principles and referencing skills | Module 1 Module 2 Module 3 Module 4 | (ACEEN015) (ACEEN036-37) |

