English Literature

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	ENL315114
COURSE SPAN	2014 — 2024
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2020. Use A-Z Courses to find the current version (if available).

English Literature focuses on the study of literary texts, developing learners as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations

English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens. Learners establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

Rationale

English Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

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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 Literature aims to develop learners':

- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to critically reflect on connections, resonances and patterns of language that are shared between texts.

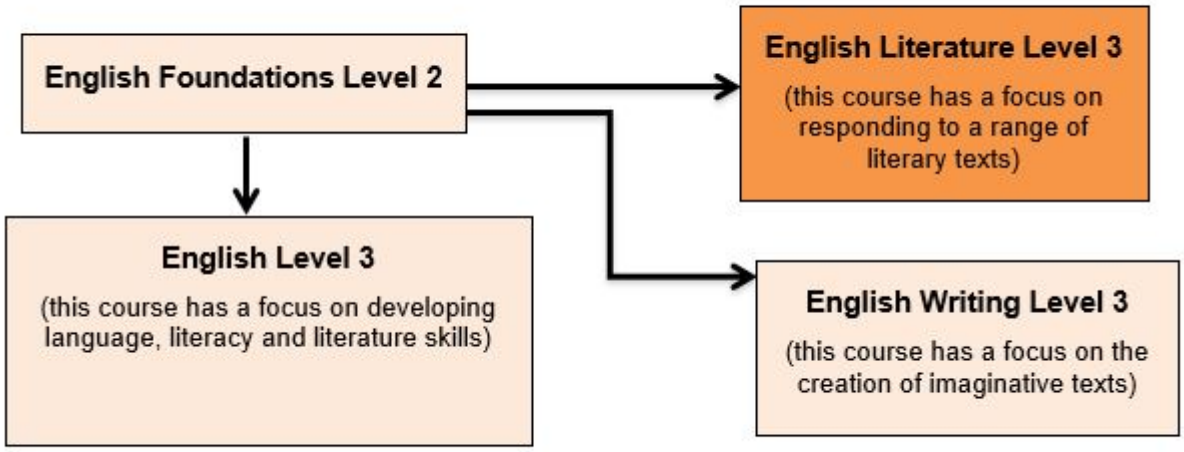
Learning Outcomes

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

1. understand the relationship between language, culture and identity
2. understand the relationship between the representation of values and ideas in texts and how they are received by audiences
3. have developed their own analytical response by synthesising and challenging other interpretations, and justified their own critical interpretation of a text
4. have created oral, written and multimodal texts that experiment with literary style, blending and borrowing literary conventions
5. apply clear and accurate communication and literacy skills
6. apply the principles of academic integrity and use appropriate referencing (citation).

Pathways

English Foundation is a course designed to prepare learners for the study of English Literature. Successful completion of English Literature prepares learners for tertiary study in a range of areas, including English.



Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at the tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.



Course Content

Learners will:

- evaluate the ways in which literary texts represent culture and identity
- evaluate the dynamic relationship between authors, texts, audiences and contexts
- evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts
- evaluate and reflect on the ways literary texts can be interpreted
- create analytical texts
- create imaginative texts.

Learners do this by undertaking studies arranged in four (4) modules:

One – Texts in Context (texts examined within the context of their composition)
Two – Single Text Study (in-depth study of one text)
Three – Comparative Text Study (focused on common ideas and issues)
Four – Independent Study.

PRESCRIBED TEXTS
Each year the Office of Tasmanian Assessment, Standards and Certification publishes a prescribed text list. See the current ***Prescribed Text List*** in the Supporting Documents for further details.

The selection of specific texts for study from the current ***Prescribed Text List*** will be **subject to**:

a) it is **compulsory** that learners study:

- **at least one** substantial Australian text
- texts **both** from the past [pre-20th Century] and from the present
- the written text of **at least** one novel, one play and some poetry.

b) any requirements noted in the individual Modules below (and the current Folio Guidelines for Module 4).

Additionally, the selection of specific texts for study from the current ***Prescribed Text List*** will be **guided by** consideration of the study of:

- Shakespeare
- Tasmanian Texts
- Indigenous Literature
- Asian Texts.

COURSE OVERVIEW

STUDY MODULES: **All modules are compulsory.** **While the sequence in which the modules are delivered and assessed is not prescribed, completion of Module Four must allow for the TASC-determined External Assessment (Folio) due date**				
	MODULE ONE – Texts in Context	**MODULE TWO – Single Text Study**	**MODULE THREE – Comparative Text Study**	**MODULE FOUR – Independent Study**
Suggested Delivery Time (hrs)	*30*	*40 - 45*	*45 - 55*	*25*
Work Requirements	*Close Analysis* *Analytical Essay*	*Analytical Essay* *Reflective Response (brief)* *Imaginative Response*	*Analytical Essay* *Reflective Response* *Imaginative Response*	As specified in the current **Folio Guidelines**

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 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.

LEARNER-CREATED ANALYTICAL AND IMAGINATIVE TEXTS

Each of the course's Modules includes compulsory minimum work requirements.

In creating analytical texts learners will:

- develop independent interpretations of texts supported by informed observation and close textual analysis
- develop a creative, informed and sustained interpretation supported by close textual analysis
- use appropriate linguistic, stylistic and critical terminology to analyse, evaluate and justify interpretations of texts
- evaluate their own and others' ideas and points of view using logic and evidence
- critically evaluate their own and others' justifications, evidence and points of view
- experiment with different modes, mediums and forms.

In creating imaginative texts learners will:

- adapt and experiment with content, style, point of view, form, language and medium
- draw on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts
- experiment with elements of style and voice to achieve effects
- manipulate literary conventions for different audiences and contexts
- adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives
- reflect on the different ways in which form, personal style, language and content engage and position the audience
- reflect on the ways in which expectations and values of audiences shape the created text.

MODULE ONE - Texts in Context

Focus: *analysing and evaluating the dynamic relationship between texts, audiences and contexts*

This Module involves the study of **ONE of two prescribed sets of poems** unified by a theme. Each set of poems comprises six poems drawn from different historical and cultural contexts.

Module One Description:

In this Module learners will engage with a set of poems (unified by a theme) from different historical and cultural contexts. Learners *will* evaluate and reflect on:

- how literature reflects cultural change and difference
- how interpretations of texts vary over time
- the ways expectations and values of audiences shape perceptions of texts and their significance
- the impact of the use of literary conventions and stylistic techniques.

This module also provides opportunities for learners to evaluate and reflect on:

- how readers are influenced to respond to their own and others' cultural experiences
- how texts in different literary forms, mediums or traditions are the same or different
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience
- how ideas, values and assumptions are conveyed
- the relationship between significant historical and cultural events and figures, and their representations in literary texts
- the effectiveness of specific literary conventions in texts, for example, the use of iambic pentameter…
- how specific literary elements and forms shape meaning and influence responses

- how medium, form, language and wordplay contribute to interpretations of texts
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas.

Module One Texts: Learners will undertake an in-depth study of **six** poems, from different historical and cultural contexts, unified by a theme. One of the two unifying themes is selected.

The sets of poems have the following unifying themes: Love and Loss

See current Prescribed Text List for specific poems

MODULE TWO – Single Text Study

Focus: *analysing and evaluating how themes, ideas or concepts are treated in a text*

This Module involves the in-depth study of **ONE** substantial prescribed text in isolation to all other prescribed texts. The text used for Single Text Study - selected from the prescribed text list - will be used in response to a Single Text item (only) on the external examination.

Module Two Description:

In this Module learners will engage with a single text. Learners *will* evaluate and reflect on:

- how cultural perceptions are challenged or supported
- a range of critical interpretations.

This module also provides opportunities for learners to evaluate and reflect on:

- how readers are influenced to respond to their own and others' cultural experiences
- how literature reflects cultural change and difference
- the power of language to represent ideas, events and people in particular ways
- the ways authors represent Australian culture, place and identity both to Australians and the wider world
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience
- how ideas, values and assumptions are conveyed
- the relationship between significant historical and cultural events and figures and their representations in literary texts
- how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama
- the effectiveness of specific literary conventions in texts, for example, iambic pentameter, stream-of-consciousness, chorus
- how medium, form, language and wordplay contribute to interpretations of texts
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas.

Module Two Text: The text must be selected from the prescribed list.

See current Prescribed Text List

MODULE THREE – Comparative Text Study

Focus: *analysing and evaluating how similar ideas and issues are developed in different texts*

This Module involves the study of **TWO** substantial texts in a comparative manner. Learners must analyse and evaluate how shared or common ideas are developed in the two texts. A text selected from the prescribed text list for use in Module Three cannot be used in isolation to respond to a Single Text item in the external examination.

this Module learners will engage with two or three substantial text. Learners will evaluate and reflect on:

- how interpretation of texts vary over time
- the impact of the use of literary conventions and stylistic techniques
- a range of critical interpretations.

This module also provides opportunities for learners to evaluate and reflect on:

- how readers are influenced to respond to their own and others' cultural experiences
- how literature reflects cultural change and difference
- the power of language to represent ideas, events and people in particular ways
- how texts in different literary forms, mediums or traditions are the same or different
- the ways authors represent Australian culture, place and identity both to Australians and the wider world
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience
- how ideas, values and assumptions are conveyed
- the relationship between significant historical and cultural events and figures and their representations in literary texts
- how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama
- the effectiveness of specific literary conventions in texts, for example, iambic pentameter, stream-of-consciousness, chorus
- how medium, form, language and wordplay contribute to interpretations of texts
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas.

Module Three Texts: Learners will study **TWO** substantial texts. The texts studied will be **one from each of A and B**. An *optional* third text *may* be selected from C. All texts must be from the prescribed list.

A **Select one text from:**	**AND**	**B** **Select one corresponding text from:**	**AND** ***(Optional)***	**C - OPTIONAL** **Select one OPTIONAL corresponding text from:**
Novel Drama/Play		Film Drama/Play Novel		Poetry Film Short story

See current Prescribed Text List

MODULE FOUR – Independent Study

Focus: *Learners negotiate a particular focus to pursue, enabling them to develop further insights into the nature of literary texts, themselves and their world*

Work completed in this Module will form a folio of texts for external assessment. **The nature of the tasks, size (word count or equivalent), format and other requirements for the folio tasks are given in the TASC-issued Folio Guidelines for the relevant year of study.**

Module Four Description:

In this Module, learners will be provided with the opportunity to engage in learning that challenges them to develop their skills as inquiring, reflective thinkers, as self-directed, independent learners, and as effective communicators. Negotiation and reflection are central to this Module of the course.

Negotiation enables learners to develop increasing responsibility for their own learning. Successful negotiation depends on well-developed communication between the teacher and learner so that both contribute to decision-making and both shape the negotiated learning task.

Learners will:

- negotiate a study topic

- plan, organise and undertake activities using appropriate tools and strategies
- use a range of resources for inquiry
- respond to advice when appropriate
- establish and meet agreed time frames.

Reflection enables learners to think about and review their own learning and to make judgments and decisions about their work. It incorporates self-assessment, goal setting and planning.

Learners will reflect on their learning by:

- monitoring their own progress (e.g. in a journal or log)
- assessing the effectiveness of their learning strategies
- evaluating their planning and organisational skills
- planning future work.

Work Requirements

Module One:

For assessment purposes learners will compose at least:

- one close analysis of one poem
- one analytical, comparative essay (of 2-3 poems* on the same theme from different historical contexts).

** the poems chosen for the comparative study must be different from those selected for the close analysis, and from different historical contexts.*

Module Two:
For assessment purposes learners will compose at least:

- one analytical essay
- one brief reflective response (e.g. a 500 word written response, a short oral presentation, or a brief multimodal presentation)
- one imaginative response (illustrative examples include, but are not limited to: a poem; a short story; a role play; a dramatic representation; a speech; or a digital presentation/movie/animation).

Module Three:
For assessment purposes learners will compose at least:

- one analytical comparative essay
- one reflective response
- one imaginative response (illustrative examples include, but are not limited to: a poem; a short story; a role play; a dramatic representation; a speech; or a digital presentation/movie/animation).



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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

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

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

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment will assess criteria: 1, 2, 4, 5, 6 & 7.

The externally assessment requirements of this course are:

- a 2 hour written examination
- an externally assessed folio. The folio will comprise texts composed in Module 4: Independent Study.

Further information regarding external assessment processes and requirements is given in TASC issued Folio Guidelines which can be found in the Supporting Documents below.

Criteria

The assessment of English Literature Level 3 will be based on the degree to which the learner can:

1. demonstrate understanding and appreciation of ideas in texts*
2. demonstrate understanding of how historical and cultural contexts influence texts*
3. demonstrate understanding of text structures and conventions
4. compose and craft analytical responses to texts*
5. compose and craft imaginative responses to texts*
6. demonstrate understanding of own and others' ideas, values and perspectives*
7. demonstrate accurate and effective use of language*
8. demonstrate time management, planning and negotiation skills

* = denotes criteria that are both internally and externally assessed



Standards

Criterion 1: demonstrate understanding and appreciation of ideas in texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
demonstrates understanding of the complexity of relationships between narrative features of texts and the ideas developed	demonstrates understanding of the narrative features of texts in relation to the ideas developed	demonstrates understanding of the main narrative features of texts
critically analyses and evaluates the main ideas of texts, supported by evidence from texts	analyses the main ideas of texts supported by evidence from texts	describes the main ideas in texts with some supporting evidence
compares own and a range of other critical interpretations of texts	compares own and other critical interpretations of texts	describes own and other critical responses to texts
synthesises ideas and information to develop detailed analytical interpretations of texts	uses ideas and information to develop coherent and evidence-based interpretations of texts	uses ideas and information to develop and support a clear interpretation of texts
explains in depth and evaluates aesthetic and artistic qualities of texts.	describes the aesthetic and artistic qualities of texts.	identifies aesthetic and artistic qualities of texts.

Criterion 2: demonstrate understanding of how historical and cultural contexts influence texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
interrogates the influence of relevant features of historical contexts* on texts	considers the influence of relevant features of historical contexts* on texts	describes the major features of historical contexts* of texts
interrogates the relationship between texts, society and culture in the construction of meaning	analyses connections between texts, society and culture in the construction of meaning	explains connections between texts, society and culture
interrogates the influence of relevant aspects of prevailing ideologies at the times of texts' composition and/or setting	considers the influence of relevant aspects of prevailing ideologies at the times of texts' composition and/or setting	identifies the features of prevailing ideologies at the times of texts' composition and/or setting
analyses and evaluates the major features of literary conventions, structure and style characteristic of the times of texts' composition and/or setting.	analyses the major features of literary conventions, structure and style characteristic of the times of texts' composition and/or setting.	identifies the major features of literary conventions, structure and style characteristic of the times of texts' composition and/or setting.

* 'historical contexts' refers to the: 'where?' (geographic context); 'when?' (period in time/era); 'who?' (significant individuals of the day); 'how people lived?' (life, beliefs, traditions, world views); and 'what?' (significant events of time/period).

Criterion 3: demonstrate understanding of text structures and conventions

The learner:

Rating A	Rating B	Rating C

analyses and evaluates the effectiveness of specific characteristics of structures and features of a wide range of texts	analyses specific characteristics of structures and features of a range of texts	identifies specific characteristics of structures and features of a range of texts
evaluates the effectiveness of how literary conventions, structure and style enhance aesthetic appeal in texts	evaluates the effectiveness of literary language, structure and style in texts	describes the effect of literary language, structure and style in texts
correctly uses a wide range of linguistic, stylistic and critical terminology and nuanced language in the analysis of texts' structures and features	correctly uses a wide range of linguistic, stylistic and critical terminology in the analysis of texts' structures and features	correctly uses a limited range of linguistic, stylistic and critical terminology in the analysis of texts' structures and features
uses relevant examples to demonstrate understanding and appreciation of a wide range of structures and features.	uses relevant examples to demonstrate understanding of a wide range of structures and features.	uses relevant examples to demonstrate understanding of a range of structures and features.

Criterion 4: compose and craft analytical responses to texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates the effect of relationships between texts, audiences and contexts	analyses the relationships between texts, audiences and contexts	describes the relationships between texts, audiences and contexts
interrogates connections between construction of texts and authors' ideas and values	analyses connections between construction of texts and authors' ideas and values	describes connections between construction of texts and authors' ideas and values
evaluates how literary conventions, structure and style enhance aesthetic appeal	evaluates the effectiveness of literary language, structure and style	describes the effect of literary language, structure and style
synthesises ideas and information to develop detailed, analytical interpretations of texts	adapts ideas and information to develop coherent and evidence-based interpretations of texts	uses ideas and information to develop and support a clear interpretation of texts
composes clearly structured, coherent and cohesive analytical essays	composes structured and coherent analytical essays	composes structured analytical essays
analyses and evaluates connections/ interrelationships between ideas and values in texts	analyses connections between ideas and values in texts	describes connections between ideas and values in texts
plans, drafts, critically evaluates and refines the effectiveness of their own texts.	plans, drafts, and develops the effectiveness of their own texts.	plans, drafts, and develops their own texts.

Criterion 5: compose and craft imaginative responses to texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
plans, drafts, refines and proofreads for meaning and	plans, drafts, refines and proofreads	plans, drafts, refines and

effectiveness in order to effectively meet the intentions of a range of texts	for meaning and effectiveness in order to meet the intentions of a range of texts	proofreads for meaning and effectiveness in order to present a range of texts
uses a range of stylistic features, structures and literary techniques appropriate to the selected forms and evaluates effectiveness with reference to purpose and audience	uses a range of stylistic features, structures and literary techniques appropriate to selected forms	uses a limited range of stylistic features, structures and literary techniques appropriate to selected forms
composes varied and distinctive imaginative responses that engage intended audience/s	composes a variety of imaginative responses that engage intended audience/s	composes imaginative responses that engage intended audience/s.
creates distinctive imaginative texts by experimenting with literary conventions and stylistic features of different forms.	creates imaginative texts by integrating literary and stylistic features of different forms.	

Criterion 6: demonstrate understanding of own and others' ideas, values and perspectives

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
effectively uses tools and methods of reflection to analyse personal position, understanding and response to texts	effectively uses tools and methods of reflection to describe personal position, understanding and response to texts	uses tools and methods of reflection to identify personal position, understanding and response to texts
analyses and evaluates composers' ideas, values and perspectives in texts, supported by extensive evidence from the texts	analyses composers' ideas, values and perspectives in texts, supported by evidence from the texts	identifies composers' ideas, values and perspectives in texts, supported by some evidence from the texts
analyses influences of texts and language on own ideas, values and perspectives, and their relationship with own context	analyses influences of texts and language on own ideas, values and perspectives	describes influences of texts and language on own ideas, values and perspectives
clearly expresses and justifies own ideas, values and perspectives	clearly expresses own ideas, values and perspectives	expresses own ideas, values and perspectives
analyses the influence of contextual features and own life experiences, expectations and/or socio-cultural background in shaping personal responses to texts.	identifies the influence of contextual features in shaping personal responses to texts.	identifies some personal contextual features in interpreting and responding to texts.

Criterion 7: demonstrate accurate and effective use of language

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, punctuation and spelling	accurately uses grammatical conventions, punctuation and spelling	uses grammatical conventions, punctuation and spelling to achieve clarity
uses appropriate register, and sophisticated	uses appropriate register, vocabulary	uses appropriate vocabulary and syntax

vocabulary and syntax	and syntax	
communicates ideas using nuanced language with precision, subtlety and originality	communicates ideas using clear, controlled and precise language	communicates ideas using clear and controlled language
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly 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 correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

This criterion can be applied to both oral and written language.

Note: The last 3 standard elements have been included here to ensure academic integrity is considered both in internal and external assessment.

Criterion 8: demonstrate time management, planning and negotiation skills

The learner:

Rating A	Rating B	Rating C
proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
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.*

* 'required task characteristics' may include: degree of polish (e.g. to manuscript standard or draft only); word limits; formatting requirements; and presentation requirements.



Glossary Of Terms Used In Standards

Identify: to point out, name, list, distinguish, recognise, establish or indicate who or what someone or something is.

Describe: to recount, tell of/about, chronicle, comment on, given a account of characteristics or features.

Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

Evaluate: to assess, appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

Interrogate: to question, ask, query, probe, deeply consider.

Qualifications Available

English Literature Level 3 (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 the 14 ratings (8 ratings from the internal assessment and 6 ratings from the external assessment).

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
12 'A' ratings, 2 'B' ratings (5 'A' ratings and 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
6 'A' ratings, 6 'B' ratings, 2 'C' ratings (2 'A' ratings, 3 'B' ratings and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
8 'B' ratings, 5 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
12 'C' ratings (4 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
7 '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 content statements in this section, taken from ACARA-developed Literature Units 3 & 4 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.

LITERATURE UNIT 3

Content Descriptions

Evaluate the ways in which literary texts represent culture and identity including:

- how readers are influenced to respond to their own and others' cultural experiences (ACELR037)
- the power of language to represent ideas, events and people in particular ways (ACELR038)
- how cultural perceptions are challenged or supported (ACELR039)
- the ways in which authors represent Australian culture, place and identity both to Australians and the wider world. (ACELR040)

Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts including:

- the relationship between significant historical and cultural events and figures, and their representations in literary texts (ACELR041)
- the impact of the use of literary conventions and stylistic techniques (ACELR042)
- the effectiveness of specific literary conventions in texts, for example, the use of iambic pentameter, stream-of-consciousness, flashbacks, chorus (ACELR043)
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas. (ACELR044)

Create analytical texts:

- developing independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)
- using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts (ACELR046)
- evaluating their own and others' ideas and points of view using logic and evidence (ACELR047)
- experimenting with different modes, mediums and forms. (ACELR048)

Create imaginative texts:

- experimenting with content, form, style, language and medium (ACELR049)
- drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts (ACELR050)
- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
- reflecting on the different ways in which form, personal style, language and content engage and position the audience. (ACELR052)

LITERATURE UNIT 4

Content Descriptions

Evaluate the dynamic relationship between authors, texts, audiences and contexts including:

- how literature reflects cultural change and difference (ACELR053)
- the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054)
- how texts in different literary forms, mediums or traditions are the same or different (ACELR055)
- how interpretations of texts vary over time (ACELR056)
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience. (ACELR057)

Evaluate and reflect on the ways in which literary texts can be interpreted including:

- how ideas, values and assumptions are conveyed (ACELR058)



- how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059)
- how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)
- exploring a range of critical interpretations. (ACELR061)

Create analytical texts:

- developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062)
- using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063)
- critically evaluating their own and others' justifications, evidence and points of view (ACELR064)
- experimenting with different modes, mediums and forms. (ACELR065)

Create imaginative texts:

- adapting medium, form, style, point of view and language (ACELR066)
- experimenting with elements of style and voice to achieve specific effects (ACELR067)
- manipulating literary conventions for different audiences and contexts (ACELR068)
- reflecting on the ways in which expectations and values of audiences shape the created text. (ACELR069)

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2024.

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 20 June 2013 for use in 2014 – 2018. This course replaces English Studies (ENS315109) that expired on 31 December 2013.

Version 1.i - 22 September 2017. Clarification that Love and Loss are the unifying themes for 2017 and 2018 in Module One.

Version 1.ii - 22 November 2018 addition to Learning Outcomes effective from 2019. Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.iii - 14 December 2018. Clarification of use of texts from Modules Two and Three on examination.

Version 1.iv - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2024, without amendments.



Appendix 1

GLOSSARY

Aesthetic

Relates to a sense of beauty or an appreciation of artistic expression.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

A way of thinking about a situation/idea/character. For example an audience may be subjective, supportive or antagonistic towards something or someone.

It may also refer to system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgment (attitudes towards behaviour).

Audience

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.

Author

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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.

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.

Figurative language

Word groups/phrases used in a way that differ from the expected or everyday usage. 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').

Forms of texts

The shape and structure of texts, for example, poetry, novels, short stories, film.

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).

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.

Medium
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. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Multimodal text
Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

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
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 interpretation of what happens.

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.

Point of view

Refers to the viewpoint of an author, implied audience or characters in a text.

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.

Standard Australian English

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.

While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Stylistic choices
Refers to the selection of stylistic features to achieve a particular effect.

Stylistic features
The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-



play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

Text
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, spoken or multimodal and in print or digital/online forms. 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.

Text structure

The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). 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.

Tone
Tone describes the way the 'voice' is delivered. For example, the tone of a voice or the tone in a passage of writing could be friendly or angry or persuasive.

Types of texts
Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in the Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive types of texts although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

> 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.
>
> 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.
>
> Interpretive texts
>
> Texts whose primary purpose is to explain and interpret personalities, events, ideas or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction. Interpretive rather than informative texts are focused upon in the senior years of schooling.
>
> Persuasive 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 influential essays and articles.

Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

In English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient, whereas in the passive the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active ('everyone') corresponds to the object of the preposition 'by'.



Supporting documents including external assessment material

- ENL315114 Assessment Report 2016.pdf (2024-01-09 03:25pm AEDT)
- ENL315114 Exam Paper 2016.pdf (2017-07-21 01:05pm AEST)
- Procedure - Prescribed Texts for English Courses - 26 September 2017.pdf (2017-09-26 12:33pm AEST)
- ENL315114 Exam Paper 2017.pdf (2017-11-21 03:45pm AEDT)
- ENL315114 Assessment Report 2017.pdf (2018-03-02 09:47am AEDT)
- ENL315114 TASC Exam Paper 2018.pdf (2018-11-22 12:12pm AEDT)
- ENL315114 English Literature Prescribed Text List 2019.pdf (2018-12-14 02:37pm AEDT)
- ENL315114 - Assessment Panel Report 2018.pdf (2019-02-06 02:04pm AEDT)
- ENL315114 English Literature TASC Exam Paper 2019.pdf (2019-11-15 02:54pm AEDT)
- ENL315114 Assessment Report 2019.pdf (2020-02-05 01:16pm AEDT)
- ENL315114 Independent Study Cover Page.docx (2020-04-23 01:54pm AEST)
- TASC Student Folio Declaration form Information Sheet.pdf (2020-09-10 07:06pm AEST)
- ENL315114 English Literature TASC Exam Paper 2020.pdf (2020-11-17 04:33pm AEDT)
- ENL315114 Assessment Report 2020.pdf (2021-01-13 10:30am AEDT)
- 2021 ENL315114 TASC Student Folio Declaration Form.pdf (2021-02-15 11:43am AEDT)
- ENL315114 External Assessment Specifications and Independent Study Guidelines.pdf (2021-03-25 01:43pm AEDT)
- ENL315114 English Literature Prescribed Text List 2020-2024.pdf (2021-11-04 08:22am AEDT)
- ENL315114 English Literature TASC Exam Paper 2021.pdf (2021-11-10 02:08pm AEDT)

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