

# English

<b>LEVEL 3</b>	<b>15 TCE CREDIT POINTS</b>
<b>COURSE CODE</b>	ENG315117
<b>COURSE SPAN</b>	2017 — 2025
<b>READING AND WRITING STANDARD</b>	YES
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2025. Use [A-Z Courses](#) to find the current version (if available).

## **English Level 3 is nationally comparable with all Australian jurisdictions where senior secondary Australian Curriculum: English has been implemented**

All elements of Australian Curriculum: English Units 3 and 4 are contained in this course. English is a study of contemporary language, literacy, media and literature. It is designed to develop learners' analytical, creative, critical thinking and communication skills in all language modes. English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills. It encourages learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures. Such engagement helps learners develop a sense of themselves, their local and wider world and their place in it, as well as an understanding of how that world is represented. Through comparative study of texts learners explore representations of concepts, ideas and issues. They evaluate how attitudes and perspectives in texts shape response and interpretation, including their own. Learners extend their experience of language, exploring and analysing intertextual relationships in texts constructed in different modes, forms and genres. This equips them with knowledge of how texts are constructed and received and how meaning is created in the process. Through close study and wide reading, viewing and listening, learners engage critically and imaginatively with contemporary non-literary and literary texts. They create their own imaginative, interpretive and analytical responses in a number of diverse mediums. They learn to speak and write fluently in a range of contexts and to create visual and multimodal texts, preparing them to adapt to future technological change and communication practices.

### **Rationale**

English is a study of contemporary language, literacy, media and literature. It is designed to develop learners' analytical, creative, critical thinking and communication skills in all language modes. English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills.

It encourages learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures. Such engagement helps learners develop a sense of themselves, their local and wider world and their place in it, as well as an understanding of how that world is represented.

Through comparative study of texts learners explore representations of concepts, ideas and issues. They evaluate how attitudes and perspectives in texts shape response and interpretation, including their own. Learners extend their experience of language, exploring and analysing inter-textual relationships in texts constructed in different modes, forms and genres. This equips them with knowledge of how texts are constructed and received and how meaning is created in the process.

Through close study and wide reading, viewing and listening, learners engage critically and imaginatively with contemporary non-literary and literary texts. They create their own imaginative, interpretive and analytical responses in a number of diverse mediums. They learn to speak and write fluently in a range of contexts and to create visual and multimodal texts, preparing them to adapt to future technological change and communication practices.

## 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 Level 3 aims to develop learners':

- understanding of the use of language for communication
- appreciation and creation of sustained, interpretive, analytical and imaginative texts in a range of modes and mediums from the contemporary world
- engagement in analysis, critical and creative thinking, evaluation and reflection.

## Learning Outcomes

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

1. explain relationships between texts, genres and contexts
2. investigate the effects of different conventions and mediums on responses
3. explain how content, structure, voice and perspective in texts shape responses and interpretations
4. examine different interpretations of texts and how these resonate with, or challenge, their own responses
5. create, transform and adapt cohesive oral, written and multimodal texts in a range of mediums and styles
6. apply clear and accurate communication and literacy skills
7. apply the principles of academic integrity and use appropriate referencing (citation).

## Access

English Level 3 builds on English Foundations Level 2 which contains all elements of senior secondary *Australian Curriculum: English* Units 1 and 2. An understanding of the English Foundations Level 2 content is assumed knowledge for learners undertaking this course. The cognitive complexity of English Level 3 content increases from English Foundations Level 2.

It is highly recommended that learners studying English Level 3 have either successfully completed English Foundations Level 2 – attaining an award of CA or above – or successfully completed Year 10 Australian Curriculum English attaining an award of an 'A' (or strong B), or have attained its equivalent knowledge, skills and understanding.

## Pathways

English Level 3 complements learners' study of English Literature Level 3 and/or English Writing Level 3. Successful completion of English Level 3 prepares learners for the study of English and a wide variety of disciplines at the tertiary level.

## 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 tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

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 audience.

## Course Structure

Learners undertake all studies from Section A and Section B.

The course has TWO Sections:

- **Section A** consists of 2 Modules  
This section of the course focuses on Comparison of Text
- **Section B** consists of 2 Modules  
This section of the course focuses on Perspectives.

Each Section contains TWO Modules:

### Section A: Comparative Texts

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

- Module One – Genre Studies
- Module Two – Adaptation Studies.

### Section B: Perspectives

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

- Module Three – Close Study of a Text
- Module Four – Negotiated Text Study.

<b>STUDY MODULES</b>				
All Modules are compulsory. Course Delivery: The sequence of delivery is at the discretion of the provider.				
	<b>Section A: Comparative Texts</b>		<b>Section B: Perspectives</b>	
	<b>MODULE ONE</b> Genre Study	<b>MODULE TWO</b> Adaptation Study	<b>MODULE THREE</b> Close Text Study	<b>MODULE FOUR</b> Negotiated Study
Nominal hours	45 hrs	40 hrs	30 hrs	35 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.

**Course Content**

**SECTION A: COMPARATIVE TEXTS**

Learners explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Learners recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Learners compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.



MODULE 1: GENRE STUDIES	MODULE 2: ADAPTATION STUDIES
<p><i>Genre Studies:</i> Learners explore representations of themes, ideas and concepts through a comparison of texts analysing connections between language, texts, genres and contexts. Learners recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. They examine the effect of different mediums on the structure of texts and how audiences respond to them.</p> <p>Choose <b>one</b> of the following electives:</p> <ul style="list-style-type: none"> <li>• Dystopian Fiction</li> <li>• Thriller</li> <li>• Life Writing.</li> </ul> <p>Learners create:</p> <ul style="list-style-type: none"> <li>• one oral presentation which analyses the conventions of the selected genre and how those conventions may assist interpretation and how they may be challenged.</li> <li>• one analytical essay that compares and contrasts study texts within the genre or across the genres examining the ways language and stylistic features and conventions are used to represent key themes/ideas and/or concepts</li> <li>• one imaginative response within a specified genre.</li> </ul> <p><b>Three texts to be studied from the prescribed list.</b></p>	<p><i>Adaptation Studies:</i> Learners examine differences in meaning that may be created when a text is adapted or transformed into a different genre or form.</p> <p>They consider how language, stylistic devices, text conventions used in different genres, forms, mediums and modes assist interpretation and how they may be manipulated and challenged.</p> <p>Choose <b>one pair of texts</b> from the prescribed text list.</p> <p>Learners create:</p> <ul style="list-style-type: none"> <li>• one comparative response to study texts</li> <li>• one imaginative, multimodal response to study texts that:</li> </ul> <p>Reimagines an aspect or a character inspired from the study text.</p> <p>OR</p> <p>Creates a new text by remixing/re-contextualising/reorganizing selected content appropriated from the study texts.</p> <p><b>One pair of texts to be studied from the prescribed list.</b></p>

## DELIVERY AND ASSESSMENT MECHANISMS FOR MODULES 1 AND 2

The content of these Modules enables assessment of Criteria 1, 2, 4, 5, 6 and 7.

### SECTION A: CONTENT

The following content descriptions outline the required knowledge, understandings and skills to be delivered and learned for Modules 1 and 2.

	MODULE 1: GENRE STUDY	MODULE 2: ADAPTATION STUDY
<b>Texts in Context</b>	<p><b>Compare texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>analysing language, structural and stylistic choices (ACEEN041)</li> <li>explaining how each text conforms to or challenges the codes and conventions of particular genres (ACEEN042)</li> <li>analysing and evaluating how similar themes, ideas or concepts are treated in a particular genre. (ACEEN043)</li> </ul>	<p><b>Compare adaptation intertexts texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>analysing language, structural and stylistic choices (ACEEN041)</li> <li>analysing and evaluating how similar themes, ideas or concepts are treated in the adaptation intertexts. (ACEEN043)</li> </ul>
<b>Language and textual analysis</b>	<p><b>Compare and contrast distinctive features of genres by:</b></p> <ul style="list-style-type: none"> <li>analysing the techniques, codes and conventions used in different genres, mediums and modes (ACEEN044)</li> <li>considering how the conventions of genres can be challenged, manipulated or parodied (ACEEN045)</li> <li>examining how genres and their conventions may have changed and adapted over time. (ACEEN046)</li> </ul>	<p><b>Compare and contrast distinctive features of the adaptation intertexts by:</b></p> <ul style="list-style-type: none"> <li>analysing the techniques, codes and conventions used in different mediums and modes (ACEEN044)</li> <li>considering how the conventions of genres can be challenged, manipulated or parodied through the adaptation process. (ACEEN045)</li> </ul>
<b>Engaging and responding</b>	<p><b>Analyse and evaluate how the conventions of texts invite responses including:</b></p> <ul style="list-style-type: none"> <li>the ways language patterns can create shades of meaning (ACEEN047)</li> <li>how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted (ACEEN048)</li> <li>how responses to texts and genres may change over time and in different cultural contexts. (ACEEN049)</li> </ul>	<p><b>Analyse and evaluate how the conventions of texts invite responses including:</b></p> <ul style="list-style-type: none"> <li>the ways language patterns can create shades of meaning (ACEEN047)</li> <li>how the expectations of the responder are met or not met, extended or subverted when one text is adapted into another (ACEEN048)</li> <li>how responses to adapting texts may change over time and in different cultural contexts. (ACEEN049)</li> </ul>
<b>Creating texts</b>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>making innovative and imaginative use of language features within a specified genre (ACEEN051)</li> <li>using and experimenting with text structures and language features related to specific genres for particular effects (ACEEN052)</li> <li>sustaining analysis and argument (ACEEN053)</li> <li>using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN054)</li> <li>using strategies for planning, drafting, editing and proofreading (ACEEN055)</li> <li>using accurate spelling, punctuation, syntax and metalanguage. (ACEEN056)</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>transforming and adapting texts for different purposes, contexts and audiences (ACEEN050)</li> <li>making innovative and imaginative use of language features (ACEEN051)</li> <li>using and experimenting with text structures and language features related to the adaptation intertexts for particular effects (ACEEN052)</li> <li>sustaining analysis and argument (ACEEN053)</li> <li>using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN054)</li> <li>using strategies for planning, drafting, editing and proofreading (ACEEN055)</li> <li>using accurate spelling, punctuation, syntax and metalanguage. (ACEEN056)</li> </ul>
<b>Reflecting</b>	<p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different texts within a specified genre represent similar ideas in different ways</li> </ul>	<p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different texts represent similar ideas in different ways (ACEEN057)</li> </ul>

	(ACEEN057) <ul style="list-style-type: none"> <li>comparing and evaluating the impact of language conventions used in a variety of texts and genres. (ACEEN059)</li> </ul>	<ul style="list-style-type: none"> <li>explaining how meaning changes when texts are transformed into a different genre or medium (ACEEN058)</li> <li>comparing and evaluating the impact of language conventions used in the adaptation intertexts. (ACEEN059)</li> </ul>
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**SECTION B: PERSPECTIVES**

Learners examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, learners explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for learners to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Learners demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

MODULE 3: CLOSE TEXT STUDY	MODULE 4: NEGOTIATED STUDY
<p><i>Close Study of Text – Print:</i> Learners focus on detailed analysis of the purpose language, style and construction of the prescribed study text. They focus closely on textual details to examine different perspectives and develop their own reasoned interpretation.</p> <p>Learners create:</p> <ul style="list-style-type: none"> <li>one Seminar presentation that explores two different perspectives of the prescribed text.</li> <li>one written interpretation of the text supported by close textual analysis justifying own interpretation of the text.</li> </ul> <p><b>One text to be studied from the prescribed list.</b></p>	<p><i>Negotiated Study – Print and non-print:</i> Learners collect three (3) Media texts in different forms on one of the four prescribed ideas:</p> <ul style="list-style-type: none"> <li>Power</li> <li>Justice</li> <li>Gender</li> <li>Sustainability.</li> </ul> <p>Learners examine how content, structure, voice and perspective in these three texts shape response and interpretation.</p> <p>Learners create:</p> <ul style="list-style-type: none"> <li>one analytical response</li> <li>one interpretive/persuasive or imaginative response.</li> </ul> <p>Both responses demonstrate their understanding of the ways the points of views and values are represented.</p> <p>Three shorter media self-selected texts to be studied in different form/media (print media and multimodal texts) – e.g. an editorial, a news report, a feature article, a website (or section therein), a picture book, a political cartoon, or a multimodal text.</p> <p>These texts are to be supplied as appendices and fully referenced with the study.</p>

**DELIVERY AND ASSESSMENT MECHANISMS FOR MODULES 3 AND 4**

The content of these Modules enables assessment of Criterion 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: CLOSE ANALYSIS	MODULE 4: NEGOTIATED STUDY
<b>Texts in Context</b>	<p><b>Investigate and evaluate the relationships between texts and contexts by:</b></p> <ul style="list-style-type: none"> <li>undertaking close analysis of a substantial prescribed text (ACEEN060)</li> </ul>	<p><b>Investigate and evaluate the relationships between texts and contexts by:</b></p> <ul style="list-style-type: none"> <li>undertaking close analysis of shorter media texts within a specified theme (ACEEN060)</li> <li>comparing the contexts in which texts are created and received. (ACEEN062)</li> </ul>

	<ul style="list-style-type: none"> <li>examining how each text relates to a particular context or contexts (ACEEN061)</li> <li>examining the contexts in which the substantial prescribed text is created and received (ACEEN062).</li> </ul>	
<b>Language and textual analysis</b>	<p><b>Evaluate different perspectives, attitudes and values represented in texts by:</b></p> <ul style="list-style-type: none"> <li>analysing content, purpose and choice of language in the substantial prescribed text studied (ACEEN063)</li> <li>analysing the use of voice and point of view in the text studied (ACEEN064)</li> <li>exploring other interpretations and aspects of this single text studied. (ACEEN065)</li> </ul>	<p><b>Evaluate different perspectives, attitudes and values represented in texts by:</b></p> <ul style="list-style-type: none"> <li>analysing content, purpose and choice of language in the three self-selected shorter media texts (ACEEN063)</li> <li>analysing the use of voice and point of view in the three self-selected shorter media texts (ACEEN064)</li> <li>exploring the attitudes and values in the three self-selected shorter media texts to develop a considered response. (ACEEN065)</li> </ul>
<b>Engaging and responding</b>	<p><b>Evaluate how texts convey perspectives through:</b></p> <ul style="list-style-type: none"> <li>the selection of mode, medium, genre and type of text (ACEEN066)</li> <li>the ways points of view and values are represented (ACEEN067)</li> <li>the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text. (ACEEN068)</li> </ul>	<p><b>Evaluate how texts convey perspectives through:</b></p> <ul style="list-style-type: none"> <li>the selection of mode, medium, genre and type of text (ACEEN066)</li> <li>the ways points of view and values are represented (ACEEN067)</li> <li>the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text. (ACEEN068)</li> </ul>
<b>Creating texts</b>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate language and stylistic features to sustain a personal voice and point of view (ACEEN069)</li> <li>using nuanced language (ACEEN070)</li> <li>synthesising ideas and opinions to develop complex argument (ACEEN071)</li> <li>substantiating and justifying their own responses using textual evidence (ACEEN072)</li> <li>using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN073)</li> <li>using strategies for planning, drafting, editing and proofreading (ACEEN074)</li> <li>using accurate spelling, punctuation, syntax and metalanguage. (ACEEN075)</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate language and stylistic features to sustain a personal voice and point of view (ACEEN069)</li> <li>using nuanced language (ACEEN070)</li> <li>synthesising ideas and opinions to develop complex argument (ACEEN071)</li> <li>substantiating and justifying their own responses using textual evidence (ACEEN072)</li> <li>using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN073)</li> <li>using strategies for planning, drafting, editing and proofreading (ACEEN074)</li> <li>using accurate spelling, punctuation, syntax and metalanguage. (ACEEN075)</li> </ul>
<b>Reflecting</b>	<p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different attitudes and perspectives underpin the text studied (ACEEN076)</li> <li>questioning the assumptions and values in the text studied (ACEEN077)</li> <li>identifying omissions, inclusions, emphases and marginalisations in the single text studied (ACEEN078)</li> <li>discussing and evaluating different readings of text studied. (ACEEN079)</li> </ul>	<p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different attitudes and perspectives underpin the shorter media texts studied (ACEEN076)</li> <li>questioning the assumptions and values in texts (ACEEN077)</li> <li>identifying omissions, inclusions, emphases and marginalisations (ACEEN078)</li> <li>discussing and evaluating different readings of texts. (ACEEN079)</li> </ul>

### Prescribed Texts

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

a) it is compulsory that learners study:

- at least ONE (1) substantial Australian text
- at least TWO (2) Literary Texts (novel, play, film, poetry)

b) any requirements noted in the individual Modules outlined in this document must be followed.

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

- Australian texts
- Tasmanian Texts

- Indigenous Literature
- Asian Texts.

Prescribed texts are selected from a range of contemporary cultural contexts, valued for their form and style and are recognised as having literary worth or artistic value. Contemporary texts for the purpose of this course refer to post WW11 texts.

Forms of prescribed texts for the English Level 3 course 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.

Prescribed 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. Prescribed texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Prescribed 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, websites, computer games, social networking sites, email, SMS, apps).

### Work Requirements

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

- one (1) Genre Study
- one (1) Text Adaptation
- one (1) Close Text Study
- one (1) Negotiated Study.

### OVERVIEW OF WORK REQUIREMENTS

MODULE	REQUIREMENTS	MINIMUM EXTENDED RESPONSES
Module One Genre Study 45 hours	<ul style="list-style-type: none"> <li>• Three (3) electives</li> <li>• Three (3) prescribed texts, including one print, one non-print text</li> </ul>	<ul style="list-style-type: none"> <li>• One (1) oral presentation</li> <li>• One (1) analytical response</li> <li>• One (1) imaginative response within the specified genre</li> </ul>
Module Two Text Adaptation 40 hours	<ul style="list-style-type: none"> <li>• Two (2) prescribed texts</li> </ul>	<ul style="list-style-type: none"> <li>• One (1) comparative response</li> <li>• One (1) imaginative, multimodal response</li> </ul>
Module Three Close Text Study 30 hours	<ul style="list-style-type: none"> <li>• One (1) prescribed text</li> </ul>	<ul style="list-style-type: none"> <li>• One (1) seminar presentation</li> <li>• One (1) interpretive response</li> </ul>
Module Four Negotiated Study 35 hours of which learners will use 15 hours of class time to independently compose the study	<ul style="list-style-type: none"> <li>• Three (3) short learner selected media texts</li> </ul>	<ul style="list-style-type: none"> <li>• Written proposal, negotiated with teacher</li> <li>• Ongoing record of progress and processes</li> <li>• A final product in the form of: one analytical response and one interpretive/persuasive or imaginative text both forming a maximum of 2500 words in total.</li> </ul>
Texts	Across the total course at least two (2) Literary Texts, one (1) Expository Text and one (1) Media or Multimedia Text must be studied.	

## 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 processes will be facilitated by the Office of 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

The Office of 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.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

## External Assessment Requirements

The external assessment for this course will comprise:

- a three (3) hour external written examination assessing criteria: 1, 2, 3, 4, and 6.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

## Criteria

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

1. analyse how relationships between texts, genres and contexts shape meaning and response\*
2. analyse representations of themes, ideas and concepts in texts\*
3. analyse how texts convey perspectives\*
4. compose and craft responses to texts \*
5. compose and craft imaginative responses
6. use accurate and effective language\*
7. apply time management, planning, negotiation and academic integrity skills

\* = denotes criteria that are both internally and externally assessed.

Criterion 6 is a **Key criterion**: learners must achieve a minimum C rating on this criterion in the external assessment of this course in order to gain an SA award (or higher).

## Standards

### Criterion 1: analyse how relationships between texts, genres and contexts shape meaning and response

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates the relationships between texts from similar or different genres and contexts	analyses the relationships between texts from similar or different genres and contexts	explains the relationships between texts from similar or different genres and contexts
compares, contrasts and evaluates distinctive features of genres#	compares and contrasts distinctive features of genres#	compares distinctive features of genres#
evaluates how conventions* of texts invite response and shape meaning.	analyses how conventions* of texts invite response and shape meaning.	explains how conventions* of texts invite response and shape meaning.

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

#genre features include codes and conventions.

### Criterion 2: analyse representations of themes, ideas and concepts in texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates the main themes, ideas and concepts in texts	analyses the main themes, ideas and concepts in texts	explains the main themes, ideas and concepts in texts
critically analyses how representations of themes, ideas and concepts are constructed in texts	analyses how representations of themes, ideas and concepts are constructed in texts	explains how representations of themes, ideas and concepts are constructed in texts
evaluates how different texts* represent similar ideas, themes and concepts in different ways	analyses how different texts* represent similar ideas, themes and concepts in different ways	examines how different texts* represent similar ideas, themes and concepts in different ways
evaluates how meaning changes when texts are transformed into a different medium or genre.	analyses how meaning changes when texts are transformed into a different medium or genre.	explains how meaning changes when texts are transformed into a different medium or genre.

The third element of this criterion specifically relates to the content descriptors of Modules 1 and 2.

\*Texts – own and others.

### Criterion 3: analyse how texts convey perspectives

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
evaluates relationships between texts and contexts	analyses relationships between texts and contexts	explains relationships between texts and contexts
evaluates different perspectives, attitudes and values represented in texts*	analyses different perspectives, attitudes and values represented in texts*	explains different perspectives, attitudes and values represented in texts*
evaluates how texts* convey perspectives	analyses how texts* convey perspectives	explains how texts* convey perspectives

justifies their own considered and coherent interpretations of texts.*	defends their own reasoned interpretation of texts.*	develops a reasoned interpretation of texts.*
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This criterion specifically relates to the content of Modules 3 and 4.

Analysis includes how others interpretations resonate with, or challenge the learner's own responses.

\* Texts – own and others texts.

## Criterion 4: compose and craft responses to texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
composes sustained and nuanced analytical responses for different purposes, contexts and audiences	composes effective analytical responses for different purposes, contexts and audiences	composes analytical responses for different purposes, contexts and audiences
adapts appropriate form, content, style and tone when synthesising and conveying ideas	selects and uses appropriate form, content, style and tone to effectively communicate ideas	selects and uses appropriate form, content, style and tone to communicate ideas
develops a complex argument with compelling textual evidence	develops a coherent argument with relevant textual evidence	develops an argument with some supporting textual evidence
purposefully manipulates a range of stylistic features for effect to sustain a point of view.	uses a range of stylistic features to sustain a point of view.	uses appropriate stylistic features to support a point of view.

Within the context of this criterion, 'responses' refers to analytical, reflective, interpretive and persuasive text types (only). For internal assessment 'response' modes include oral, written and multimodal. For external assessment the mode will be writing.

## Criterion 5: compose and craft imaginative responses

The learner:

Rating A	Rating B	Rating C
creates sustained and innovative imaginative responses for different purposes, contexts and audiences	creates effective imaginative responses for different purposes and audiences	creates imaginative responses for different purposes, contexts and audiences
purposefully manipulates text structures and conventions for imaginative effect	selects text structures and conventions for imaginative effect	uses text structures and conventions appropriately for effect
develops complex ideas, and makes innovative use of language features	clearly develops ideas, and makes innovative use of language features	develops ideas, and makes appropriate use of language features
manipulates language and stylistic features effectively in different modes, mediums and genres.	uses language and stylistic features effectively in different modes, mediums and genres.	uses language and stylistic features appropriate to modes, mediums and genres.

'Imaginative' responses includes creative responses.

Responses' refers to: oral, written and multimodal.

## Criterion 6: use accurate and effective language

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, punctuation and spelling to achieve effect	accurately uses grammatical conventions, punctuation and spelling	uses grammatical conventions, punctuation and spelling to achieve clarity
accurately uses register, and sophisticated vocabulary and syntax	accurately uses register, vocabulary and syntax	selects and uses appropriate register vocabulary and syntax
communicates ideas using nuanced language with precision and subtlety	communicates ideas using clear, controlled and precise language	communicates ideas using clear and controlled language
communicates ideas effectively adapting and using logical organisational structures and cohesive devices	communicates ideas effectively using logical organisational structures and cohesive devices	communicates ideas using logical organisational structures and cohesive devices
plans, drafts, critically evaluates and refines own responses.	plans, drafts, edits, proofreads and develops own responses.	plans, drafts, proofreads and develops own responses.

This is a **Key criterion**: for learners to gain an award of SA or above they must achieve a minimum C rating on this criterion in the external assessment on this course.

This criterion may be used to internally assess both oral and written communication.

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

The learner uses negotiation, planning, and task and time management strategies. The learner:

Rating A	Rating B	Rating C
identifies time, resources and equipment needed to complete tasks, and develops and employs systematic, coherent plans	identifies time, resources and equipment needed to complete tasks, and develops and employs coherent plans	identifies time, resources and equipment needed to complete tasks, and develops and employs plans
proposes and negotiates measurable, achievable and realistic complex goals	proposes and negotiates measurable, achievable and realistic goals	proposes and negotiates achievable and realistic goals
reflects – orally and in writing – on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects – orally and in writing – on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects – orally and in writing – on progress towards meeting goals and timelines, and articulates some ways in which goals 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*
clearly differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
follows referencing conventions and methodologies with a high degree of accuracy	follows referencing conventions and methodologies correctly	generally follows referencing conventions and methodologies correctly
creates appropriate, well structured reference lists.	creates appropriate, structured reference lists.	creates appropriate reference lists.

\*Task characteristics' may include, but are not limited to: word limits; format of response; mode of response; and presentation requirements.

## Glossary Of Terms Used In Standards

Term	Explanation
Accurately	Free from mistakes or errors: able to produce results that are correct.
Analyse	To examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.
Apply	Use, utilise, 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.
Clarity	The quality of being clear, coherent and intelligible; sharpness of image or sound.
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.
Connections	A relationship/association between two or more things.
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.
Critically	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
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).
Critically evaluate	Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.
Defend	Speak or write in favour of; attempt to justify.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
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: producing a result that is wanted: having an intended effect.
Evaluate	Make a judgement based on criteria; considering important factors and available evidence in making judgement that can be justified.
Examine	Inquire into, , inspect thoroughly, closely , carefully and in detail.
Explain	Provide additional information that demonstrates understanding of reasoning and/or application.
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.
Investigate	Collect and interpret data/information and draw conclusions about.
Justify	Show or prove with evidence how an argument or conclusion is right or reasonable.
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.
Relate	Tell or report about happenings, events or circumstances.
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.
Sustained	Consistency maintained throughout.
Synthesise	Combine elements (information/ideas/components) into a coherent whole.
Underpin	Support, justify or form the basis of.
Understand	Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

## Qualifications Available

English 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 12 ratings (7 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in English Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 2 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 4 'B' ratings, 3 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment, including at least a 'C' rating on criterion 6)

SATISFACTORY ACHIEVEMENT (SA)

10 'C' ratings (3 'C' ratings from external assessment, including at least a 'C' rating on criterion 6)

PRELIMINARY ACHIEVEMENT (PA)

6 '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), or who fails to gain a 'C' rating or higher on the external assessment of criterion 6 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 3

Compare texts from similar or different genres and contexts by:

- analysing language, structural and stylistic choices (ACEEN041)
- explaining how each text conforms to or challenges the conventions of particular genres or modes such as crime fiction, advertising or short films (ACEEN042)
- analysing and evaluating how similar themes, ideas or concepts are treated in different texts. (ACEEN043)

Compare and contrast distinctive features of genres by:

- analysing the techniques and conventions used in different genres, mediums and modes (ACEEN044)
- considering how the conventions of genres can be challenged, manipulated or parodied (ACEEN045)
- examining how genres and their conventions have changed and adapted over time. (ACEEN046)

Analyse and evaluate how the conventions of texts influence responses including:

- the ways language patterns can create shades of meaning (ACEEN047)
- how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted (ACEEN048)
- how responses to texts and genres may change over time and in different cultural contexts. (ACEEN049)

Create a range of texts:

- transforming and adapting texts for different purposes, contexts and audiences (ACEEN050)
- making innovative and imaginative use of language features (ACEEN051)
- using and experimenting with text structures and language features related to specific genres for particular effects (ACEEN052)
- sustaining analysis and argument (ACEEN053)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN054)
- using strategies for planning, drafting, editing and proofreading (ACEEN055)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN056)

Reflect on their own and others' texts by:

- analysing and evaluating how different texts represent similar ideas in different ways (ACEEN057)
- explaining how meaning changes when texts are transformed into a different genre or medium (ACEEN058)
- comparing and evaluating the impact of language conventions used in a variety of texts and genres. (ACEEN059)

#### UNIT 4

Investigate and evaluate the relationships between texts and contexts by:

- undertaking close analysis of texts (ACEEN060)
- examining how each text relates to a particular context or contexts (ACEEN061)
- comparing the contexts in which texts are created and received. (ACEEN062)

Evaluate different perspectives, attitudes and values represented in texts by:

- analysing content, purpose and choice of language (ACEEN063)
- analysing the use of voice and point of view such as in feature articles, reporting of current events or narration (ACEEN064)
- exploring other interpretations and aspects of context to develop a considered response. (ACEEN065)

Evaluate how texts convey perspectives through:

- the selection of mode, medium, genre and type of text (ACEEN066)
- the ways points of view and values are represented (ACEEN067)
- the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text. (ACEEN068)

Create a range of texts:

- using appropriate language and stylistic features to sustain a personal voice and point of view (ACEEN069)

- using nuanced language (ACEEN070)
- synthesising ideas and opinions to develop complex argument (ACEEN071)
- substantiating and justifying their own responses using textual evidence (ACEEN072)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN073)
- using strategies for planning, drafting, editing and proofreading (ACEEN074)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN075)

Reflect on their own and others' texts by:

- analysing and evaluating how different attitudes and perspectives underpin texts (ACEEN076)
- questioning the assumptions and values in texts (ACEEN077)
- identifying omissions, inclusions, emphases and marginalisations (ACEEN078)
- discussing and evaluating different readings of texts. (ACEEN079)

## Accreditation

The accreditation period for this course has been renewed from 1 January 2019 until 31 December 2025.

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 English Communications (ENC315116) that expired on 31 December 2016.

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

Version 1.2 - Minor clarification of contents of Modules 1, 2 & 3, and refinements to criteria 1, 2, 3 and 5 standard elements (2 February 2018).

Version 1.2.i - Clarification of 'Codes and Conventions' in Glossary (17 April 2018).

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

Version 1.3 - 17 December 2018. Amendment to introduction to Module 3, and change of wording to Criterion 3 (no change to standard elements).

Version 1.4 - Accreditation renewed on 14 July 2021 for the period 1 January 2022 until 31 December 2024.

Accreditation renewed on 22 June 2023 for the period 1 January 2025 until 31 December 2025 without amendment.

## Appendix 1

### Glossary

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

Term	Explanation
Aesthetic	Relates to a sense of beauty or an appreciation of artistic expression.
Affective	Relating to a thoughtful consideration and evaluation of emotions and values associated with an idea or set of ideas.
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.
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	<p>The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.</p> <p>Audiences may be invited to adopt a particular view in relation to an issue.</p> <p>Texts invite audiences to make meaning in many ways:</p> <ul style="list-style-type: none"> <li>• Sympathetic or authoritative characters may be associated with a particular view</li> <li>• Characters associated with one point of view might be shown to thrive and prosper</li> <li>• The language used to discuss the issue may be slanted towards a particular response</li> <li>• There may be more overall print or screen time devoted to one point of view than another</li> <li>• What is depicted on the screen or in the text may be associated more with one point of view than another. (A text dealing with forestry, for example, might focus on the workers and their families or on wilderness scenes.)</li> </ul>

Term	Explanation
Codes and Conventions	<p>The terms 'codes and conventions' are used in teaching Modules 1 and 2 of this course in the context of teaching specific genres (subject matter) and a range of text types (novella, novel, graphic novel, play, miniseries and film).</p> <p>Every genre through its use of conventions employs various codes in a judicious manner e.g. the use of music in the romance genre would differ substantially from a thriller. Conventions traditionally have been traditionally understood as elements of specific genre or sometimes referred as stylistic compositional techniques.</p>
Codes	<p>Codes are systems of signs, which create meaning. For the purpose of study in this course codes can be divided into two categories – technical and symbolic.</p> <ul style="list-style-type: none"> <li>• Technical codes are all the ways in which equipment is used to tell the story in a media text, for example the camera work in a film.</li> <li>• Symbolic codes show what is beneath the surface of what we see. For example, a character's actions show you how the character is feeling.</li> <li>• Some codes fit both categories – music, for example, is both technical and symbolic.</li> </ul>
Conventions	<p>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.</p> <p>There are general conventions in any medium, but conventions can also be genre specific.</p>
Composer	The writer, speaker, representor of ideas in all modes and media.
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. It depends on knowledge and understanding and use of texts, their language forms, features and structures.
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.
Conventions	See Codes and Conventions.
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.

	<p>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.</p> <p>Creative thinking enables learners to apply imaginative and inventive capacities in the creation of their own original works.</p>
Culture	The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.
Cultural Representation	<p>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.</p> <p>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.</p> <p>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.</p> <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	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').

Term	Explanation
Genre	<p>The categories into which texts are grouped.</p> <p>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).</p>
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	<p>Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment).</p> <p>Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.</p>

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	The process by which a reader makes connections between texts e.g. texts read previously and the text being read at present.

	<p>Readers might see connections in terms of</p> <ul style="list-style-type: none"> <li>• the representations of ideas or groups of people;</li> <li>• the generic conventions used; of the language, form or style; in terms of the ideologies promoted;</li> <li>• the plots or characters or themes.</li> </ul> <p>Some texts allude to others, sometimes directly, sometimes subtly. While reading one text, readers might notice resonances with another text. By reading inter-textually, we can examine how a text might position readers by inviting them to draw on ways of thinking they have encountered in other texts.</p>
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	<p>The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles).</p> <p>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.</p>
Language patterns	<p>The arrangement of identifiable repeated or corresponding elements in a text.</p> <p>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).</p> <p>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).</p> <p>The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.</p>
Literacy	A synthesis of language, thinking and contextual practices through which meaning is shaped.
Literary texts	<p>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.</p> <p>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.</p> <p>Literary texts include a broad range of forms, such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts.</p>

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	<p>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.</p> <p>The media texts studied in English courses can be found in newspapers and magazines and on television, film, radio, computer software and the internet.</p>
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	<p>The various processes of communication – listening, speaking, reading/viewing and writing/creating and representing chosen as the way to transmit a message.</p> <p>Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.</p>
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 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>
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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	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.
Negotiation	Negotiation involves learners making decisions about their own learning in collaboration with a teacher or other learners. To negotiate effectively, learners need information from the teacher about aims, resources, assessment procedures, constraints and non-negotiable outcomes.  Negotiation is a collaborative process in which participants work to achieve outcomes that are acceptable to all.
Nuances	Shades of meaning attached to words (small subtle differences in meaning between similar words or phrases).

Term	Explanation
Omissions	Are commonly referred to as gaps or silences in texts. 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.  Gaps are spaces in a text where something is left out, that the author expects readers or views to be able to fill in because of their prior knowledge and cultural understandings.  Silences are authorial omissions or absences in a text, which may be either deliberate or unconscious. They operate to create a particular invited reading.

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.
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.
Privilege	When the authors of a text privilege something, they are giving it more importance than they do to other ideas or things.
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	The process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources. Reading occurs in different ways, for different purposes, in a variety of public and domestic settings.  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.
Readings	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>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	The style of language, grammar, and words used for particular situations. The appropriate language register depends upon the audience (who), the topic (what), purpose (why) and location (where).
Remixing	The purpose of remixing is humour, parody, or to point out injustices and questionable values.
Representation	Representation refers to the way ideas, values, attitudes, people, events, issues or subjects are presented in a text. 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.
Representing	The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. 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.
Responding	The activity that occurs when learners read, listen to or view texts. It encompasses the personal and intellectual connections a learner makes with texts. It also recognises that learners and the texts to which they respond exist in social and cultural contexts. Responding typically involves: <ul style="list-style-type: none"> <li>• reading, listening and viewing that depend on, but go beyond, the decoding of texts</li> <li>• identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.</li> </ul>
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	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, and images) are arranged and how they affect meaning. Style can distinguish: <ul style="list-style-type: none"> <li>• the work of individual authors (for example, Jennings's stories, Lawson's poems),</li> <li>• the work of a particular period (for example, Elizabethan drama, nineteenth-century novels),</li> <li>• or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary).</li> </ul> Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.
Subvert	Challenges the usual way of doing something or challenges common values.

Term	Explanation
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, visual, 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.
Theme	An idea, concern or argument developed in a text; <ul style="list-style-type: none"> <li>• A recurring element (for example, the subject of a text may be love, and its theme could be how love involves sacrifice).</li> <li>• A work may have more than one theme.</li> </ul>
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.
Transformation	Changing the form or shape of a text, for example, by appropriation, adaptation, subversion or parody.
Types of texts	<p>Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in <i>Australian Curriculum: English</i>, 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.</p> <p><i>Analytical texts</i> 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><i>Discursive texts</i> Texts whose primary purpose is to engage the reader in a non-fictional or expository manner but which may digress from one subject to another and which are not as formal or methodical as analytical texts. Such texts could include feature articles and journals.</p> <p><i>Imaginative texts</i> 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><i>Interpretive texts</i> 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.</p> <p><i>Persuasive texts</i> 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.</p> <p><i>Reflective texts</i> 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>

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><i>Authorial voice</i> 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><i>Narrative voice</i> 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 Level 3

Learning Outcome	Criterion	Content	Criterion and elements
Explain relationships between texts, genres and contexts	C1 Analyse how relationships between texts, genres and contexts shape meaning and response	Module 1	C1 Elements 1-3 (ACEEN041) (ACEEN042) (ACEEN043) (ACEEN044) (ACEEN045) (ACEEN046) (ACEEN047) (ACEEN048) (ACEEN049) (ACEEN058) (ACEEN059)
Investigate the effects of different conventions and mediums on responses		Module 2	
Explain relationships between texts, genres and contexts	C2 Analyse representations of themes, ideas and concepts in texts	Module 1 Module 2 Module 3 Module 4	C2 Elements 3 (ACEEN057)
Explain how content, structure, voice and perspective in texts shape responses and interpretations	C3 Analyse differing interpretations of texts	Module 3	C3 Elements 1-3 (ACEEN063) (ACEEN064) (ACEEN068) (ACEEN066) (ACEEN067) (ACEEN068) (ACEEN076) (ACEEN077) (ACEEN078) (ACEEN079)
Examine different interpretations of texts and how these resonate with, or challenge, their own responses		Module 4	
Create, transform and adapt cohesive oral, written and multimodal texts in a range of mediums and styles	C4 Compose and craft responses to texts C5 Compose and craft imaginative responses	Module 1 Module 2 Module 3 Module 4	(ACEEN050-53) (ACEEN069-75)
Apply clear and accurate communication and literacy skills	C6 Use accurate and effective language	Module 1 Module 2 Module 3 Module 4	(ACEEN055-56) (ACEEN074-75)
Apply the principles of academic integrity and use appropriate referencing (citation).	C7 Apply time management, planning, negotiation and academic integrity skills.	Module 1	(ACEEN054) (ACEEN073)

		Module 2
		Module 3
		Module 4

**Supporting documents including external assessment material**

-  [Advice regarding ENC315116 and ENG315117 from the University of Tasmania.pdf](#) (2017-07-21 01:05pm AEST)
-  [ENG315117 - Prescribed Text List 2019.pdf](#) (2018-10-12 11:12am AEDT)
-  [ENG315117 TASC Exam Paper 2018.pdf](#) (2018-11-22 12:15pm AEDT)
-  [ENG315117 - Assessment Panel Report 2018.pdf](#) (2019-01-31 03:37pm AEDT)
-  [ENG315117 English TASC Exam Paper 2019.pdf](#) (2019-11-13 11:11am AEDT)
-  [ENG315117 Assessment Report 2019.pdf](#) (2020-01-24 02:50pm AEDT)
-  [ENG315117 English TASC Exam paper 2020.pdf](#) (2020-11-11 06:55pm AEDT)
-  [ENG315117 Assessment Report 2020.pdf](#) (2021-01-13 10:30am AEDT)
-  [ENG315117 English TASC Exam Paper 2021.pdf](#) (2021-11-10 02:09pm AEDT)
-  [ENG315117 Assessment Report 2021.pdf](#) (2022-01-24 01:09pm AEDT)
-  [ENG315117 English External Assessment Specifications.pdf](#) (2022-04-08 02:12pm AEST)
-  [ENG315117 English TASC Exam Paper 2022.pdf](#) (2022-11-12 10:14am AEDT)
-  [ENG315117 Assessment Report 2022.pdf](#) (2023-03-02 04:30pm AEDT)
-  [ENG315117 English TASC Exam Paper 2023.pdf](#) (2023-11-08 04:49pm AEDT)
-  [ENG315117 English Assessment Report 2023.pdf](#) (2024-03-08 11:28am AEDT)
-  [ENG315117 English Prescribed Text List 2020 - 2025.pdf](#) (2025-05-26 01:21pm AEST)
-  [ENG315117 English TASC Exam Paper 2024.pdf](#) (2024-11-12 05:17pm AEDT)
-  [ENG315117 English Assessment Report 2024.pdf](#) (2025-02-27 09:31am AEDT)
-  [ENG315117 English Prescribed Text List from 2026.pdf](#) (2025-08-28 06:03pm AEST)
-  [ENG315117 English TASC Exam Paper 2025.pdf](#) (2025-11-11 05:25pm AEDT)