

# English Studio

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	ENS315124
COURSE SPAN	2024 — 2026
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2024. Use [A-Z Courses](#) to find the current version (if available).

**English Studio Level 3 is a Professional studies course that focuses on the art and industry of writing.**

## Course Description

English Studio Level 3 is a Professional studies course that focuses on the art and industry of writing. This course is suitable for learners who wish to pursue their writing passion and explore their own distinctive talents. The course provides learners with opportunities to further refine their writing skills to craft quality texts to manuscript standard.

English Studio Level 3 provides a structured environment for learners to enhance language, literary and literacy skills. They will do this by:

- exploring the art of storytelling, emerging forms of creative nonfiction and experimenting with genre tropes and conventions
- promoting their own compositions
- participating in practical studio-based learning
- creating a range of original pieces
- exploring a range of contemporary writing industries
- investigating and applying relevant writing industry knowledge and professional practice
- consolidating and refining their literacy, reflective, critical and creative thinking, ICT and personal and social capabilities.

The course culminates in an independent writing project where learners craft an original piece and write a pitch to market their work. They also produce a folio of original works that will be externally assessed. English Studio Level 3 prepares learners for a career in the creative writing industry and supports those on a tertiary English pathway.

## Focus Area

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

English Studio Level 3 is a Professional studies course.

### Professional studies

Professional studies bridges academic courses and career-related study to provide learners with a combination of academic and practical knowledge, skills and understanding to pursue a particular pathway of interest. Courses integrate exposure to professional environments, processes and practice through inquiry-based learning. Professional studies reflect professional processes and standards and provide learners with an equivalent experience to that of someone working within that profession. Professional studies enhances learners' cognitive capacity, efficacy, creativity and craftsmanship in readiness for higher education, internships, apprenticeships, or work in a designated field of interest.

Professional studies courses connect with recognised professional study pathways and contextually align with key Tasmanian industry sectors.

Professional studies courses have three key features that guide teaching and learning:

- exposure to professional practice
- ideation, research, discovery and integrated learning
- production and sharing replicating a professional paradigm.

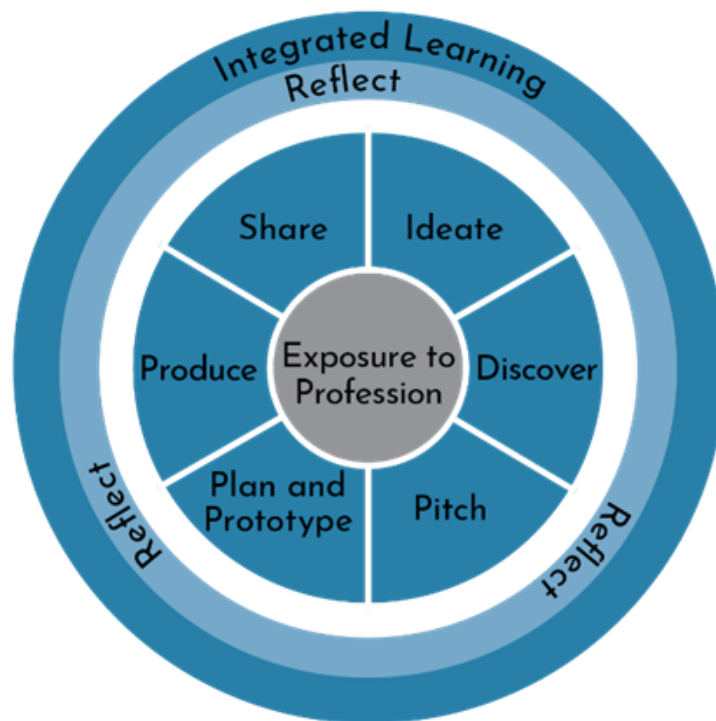


Figure 1: Professional studies diagram (developed by Years 9-12 Learning)

In this course learners will do this by:

- investigating, evaluating and simulating professional writing practice of the contemporary writing industry
- deepening their understanding of studio practice to design, draft, edit and refine their own authentic texts
- investigating and applying the practices, standards and requirements of published work
- applying professional writing processes and using digital technologies to create, publish and promote texts.

## Rationale

English empowers learners as dynamic and effective participants in all aspects of their lives. It helps create confident communicators, imaginative thinkers and informed citizens. English Studio Level 3 is a Professional studies course that distinctively focuses on the art and industry of writing to prepare learners for creative writing industry or tertiary pathways. The course provides opportunities for learners to pursue their writing passion, and explore contemporary writing industries such as creative writing, freelance writing, journalism, content writing, editing and publishing.

English Studio Level 3 is suited to learners who wish to develop their proficiency in the craft of writing, share their stories and passion and explore their own distinctive talents. This course provides learners with:

- opportunities to further refine their writing skills and processes in order to craft quality texts to industry publishable standard
- the professional skills and understandings necessary for building successful writing practice through a practical studio-based learning approach
- active, collaborative and work-related learning
- ways to apply and augment their language, literary and literacy skills.

This course provides opportunities for learners to read and craft a range of written texts, acquiring drafting and editing skills, to support development of their own writing project. English Studio Level 3 supports learners pursuing writing careers or further study in VET courses or tertiary courses in the Creative Arts.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9–12 and beyond in further study, training or employment.

Years 9–12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

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

1. research and plan texts for a range of purposes, publications, audiences and contexts
2. use language to draft texts establishing personal style and voice and shaping meaning and response
3. craft manuscript-standard texts applying conventions of formatting and publishing
4. critically analyse own compositions and those of others to acquire professional compositional and editorial skills
5. evaluate and apply relevant knowledge and practices required as a professional writer in the development of own compositions
6. evaluate and apply conventions of short story writing
7. investigate and apply the processes and elements of the creative nonfiction genre
8. craft original texts for different purposes, audiences and contexts by adapting conventions of genre and style.

## Pathways

The English Studio Level 3 course enables learner continuity from Years 9 – 10 Australian Curriculum English, the English Foundations Level 2 course and the English Studio Level 2 course.

Pathways out of English Studio Level 3 include opportunities for learners to undertake English Literature Level 3 and Media Production Level 3 courses. Further pathways out include the VET Certificate II and III Creative Industries and degree courses at tertiary level such as creative writing and media and communications.

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Digital literacy
- Literacy
- Personal and social capability.

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

## Course Size And Complexity

This course has a complexity level of 3.

For a full description of courses at a complexity level of 3, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 3 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: The art of storytelling

Module 2: A different kind of truth

Module 3: The independent writing project and writer's folio

## Course Delivery

The three modules must be delivered in order 1, 2 and 3.

## Course Requirements

### Access

Learners who have completed English Studio Level 2 will have been introduced to key knowledge, skills and understanding to support their study in this course. However, English Studio Level 2 is not a mandatory entry requirement for this course.

Previously submitted work cannot be used in meeting the requirements of English Studio Level 3. Therefore, a learner cannot use work including, but not limited to, an independent study, folio, project, or assignment that has already been presented for assessment for a previously or concurrently studied TASC accredited or recognised senior secondary course.

### Resource requirements

This course requires learners to:

- work independently and collaborate with others
  - collaborators in this course may include:
    - peers
    - learners from other year levels
    - learners from other providers
    - teachers acting as mentors.
- have access to internet-connected devices and a range of relevant software and apps to read and craft texts
- engage with texts and authors.

It is recommended providers ensure access to a learning environment appropriate to developing the craft of writing through a studio approach where learners engage independently and collaboratively, effectively and safely in writing workshop processes and practices.

## Course Content

### Overarching advice for Teachers

### Formative assessment

Learners will craft one major text to manuscript standard for the purpose of external assessment in each module, based on the learning and aligned to the work requirements. Teachers may set other formative assessments to enable them to provide feedback and support the development of the work requirements.

### Teaching, learning and assessment of multimodal texts

This course focuses on the creation of written texts.

- Multimodal texts in this course will consist of a combination of linguistic components which can include:
  - written words
  - visual language such as still images
  - visual layout design
  - formatting such as font choices and symbols
  - infographics, in texts such as magazine articles, illustrated short stories and graphic novels.
- Multimodal texts can also be crafted for an intended 'print' or 'digital' publication.
- All work should be assessed for the quality of the writing; however, learners may use multimodal elements for appropriate text types to demonstrate an understanding of how the imagery interacts with the text.
- Learners may create their own images or use and reference the work of others such as digital images, photographs illustrations and graphics. The production quality or originality of images must not influence the assessment of learner created texts which contain multimodal elements.
- In contrast to using images, learners can provide notes about the illustrations or images needed to accompany a piece. For example, they can provide panel illustration notes for graphic novels or illustration notes for picture books. The former are more detailed than those used for the latter but enable the learner to complete the text as per professional practice of authors who are not also illustrators.

### Word count parity

The following information is to assist providers and learners in determining word count parity for major assessment texts depending on text type. In module 1, learners will craft written texts only. In modules 2 and 3, learners may craft texts with multimodal elements. The following is provided for the purpose of determining parity:

- 2,000 words for a prose fiction text equals:
  - 2,000 words for a script – including directions; not including character names for dialogue
  - 1,300 words for comics or graphic novels – not including panel illustration notes
  - 1,000 words for a verse novel
  - 1,000 words for a poetry collection – not including poem titles.

### Text selection

Providers must provide learners opportunities to engage with a wide range of texts to encourage their development as language learners and users. Learners are encouraged to read widely across the course.

There must be a range and balance in the texts that learners read, listen to and view. Selections should include texts from different times, places and cultures, including texts that aim to develop in all students an awareness of, interest in, and respect for the literary traditions and expressions of other nations in the Asia-Pacific region. Australian texts, including texts by Aboriginal writers or Torres Strait Islander writers, must be included across the course of study.

Providers must also ensure that learners engage with aesthetic texts. Aesthetic features and stylistic devices refer to those aspects of texts that prompt emotional and critical reactions. As such, the aesthetic is closely tied to reader and audience positioning. Aesthetic features and stylistic devices may draw upon and interplay with textual features already used for other purposes. The experience of reading aesthetic texts and the experience of writing them are closely interrelated. The more learners engage with the aesthetic dimension of texts, the more they learn to read with their own writing in mind and write with their reader in mind.'

## Course Content: Module 1

### Module 1: The art of storytelling

Learners craft short prose fiction stories created for specific audiences, purposes and contexts for a range of physical or digital platforms. They investigate current writing industry professional knowledge and practices associated with the composition of short prose fiction stories. They develop and hone their ability to read like a writer, learning about the craft of writing from reading the work of others.

### Module 1 learning outcomes

The following learning outcomes are a focus for this module:

1. research and plan texts for a range of purposes, publications, audiences and contexts
2. use language to draft texts establishing personal style and voice and shaping meaning and response
3. craft manuscript-standard texts applying conventions of formatting and publishing
4. critically analyse own compositions and those of others to acquire professional compositional and editorial skills
5. evaluate and apply relevant knowledge and practices required as a professional writer in the development of own compositions
6. evaluate and apply conventions of short story writing.

Note: In this course the learning outcomes enable use of the language modes through two overarching processes:

- composing texts through speaking, writing and representing
- comprehending texts through listening, reading and viewing.

### Module 1 content

The art of storytelling instructs learners in using their imagination to create engaging, original, rich, aesthetic texts that enable readers to see the real world. Learners study the skills and texts of the published storyteller to develop an understanding of a quality product. Learners will research and follow editorial and submission guidelines to craft one substantial short story for external assessment. When crafting texts, learners will engage with the principles of writing short prose fiction stories as well as compelling aspects of a story's craft such as structure, features and genre. Extensive reading of award winning, published short stories is essential in developing the craft of short story writing. Learners focus on sources of inspiration and the discipline of writing.

Learners engage in ongoing studio practice to develop their professional writing practice, comprising writers' workshops and writers' groups. As part of their studio practice, they engage in action research to investigate the practice of writers and publishers, as well as how to build a successful writing practice.

See Appendix 6 for information regarding action research.

### Key knowledge

Learners will draw on:

- the structure of the short story
- elements, forms, conventions and processes of short story writing
- creative writing industry submission guidelines for short stories
- studio practice: how to work independently and collaboratively to investigate, reflect, refine and strengthen their own skills in producing highly crafted texts.

### Key skills

Learners will develop and draw on the following skills to craft short fictional texts: the short story. They will:

- Create texts by:
  - researching and planning texts: selecting pre-writing processes, considering possibilities, alternatives, experimenting with ideas and evaluating options to determine selected content and approach
  - developing editorial independence: using strategies for drafting, editing and proofreading to produce appropriately sequenced and coherent texts
  - using strategies for line and copyediting for impact and clarity to establish tone and style appropriate to target audience
  - applying formatting and publishing conventions to create sustained texts that meet selected standard manuscript or selected publication format and style guidelines
  - controlling the conventions of spelling, punctuation and syntax of Standard Australian English
  - applying referencing techniques accurately to demonstrate the principles of academic integrity
  - using different mediums including digital technologies to craft texts, research, organise and present information.
- Apply knowledge of language forms and features by:
  - using knowledge of the short story form for specific purposes, audiences and contexts
  - selecting and applying elements, language forms and features in the creation of texts; for example:
    - narrative elements, storytelling techniques and literary devices.
- Critically engage with and respond to texts by:
  - reading and evaluating a range of published short stories, examining subject matter, form and structure
  - critically reviewing the work of published short story writers to examine the ways short stories work: for example:
    - evaluating elements of style and aesthetic qualities of texts
    - analysing the power of language to express theme
    - analysing the relationships between authors, texts and audiences.
- Apply writing industry knowledge, skills and practices by:
  - investigating and applying knowledge of published short stories, which includes applying editorial polish and submission guidelines
  - researching writing industry practice in the publication of short stories, for example:

- examining the protocols involved when seeking publication for published short stories
- analysing publishing trends in specific markets and applying findings to shape their own short story content for purpose and audience
- engaging in action research, investigating and reflecting on other writers' processes about the craft of writing to inform the development of own work
- developing the craft of writing through studio practice:
  - engaging in writing workshop processes
  - informally pitching an idea
  - evaluating own compositions and those of others
  - providing editorial suggestions and constructive feedback
  - acting on constructive feedback from others to experiment in own drafts and align with a range of writing industry guidelines for the specific text type.

### **Module 1 work requirements**

This module includes the following work requirements:

- a series of short journal responses:
  - based on studio practice and ongoing engagement in writers' workshops
  - journal entries on action research into the craft of writing
- one extended written response: folio
- Learners will craft:
  - a short story: note this fiction text will be externally assessed and can be refined over the course of the year.
  - a reflective statement: note this will be used to create a pitch in Module 3 work requirement 3 of 3 – folio. The pitch will be externally assessed; the reflective statement will not be externally assessed.

See Appendix 3 for the full specifications of the work requirements of this course.

### **Module 1 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

## Course Content: Module 2

### Module 2: A different kind of truth

Learners will craft creative nonfiction texts for specific audiences, purposes and contexts across a range of platforms, physical or digital. Illustrative examples are:

- landscape, travel or food writing
- essays: personal, familiar or popular informational
- memoir, history or biography
- literary journalism
- a multi-genre project
- 'other text types', by negotiation.

### Module 2 learning outcomes

The following learning outcomes are a focus for this module:

1. research and plan texts for a range of purposes, publications, audiences and contexts
2. use language to draft texts establishing personal style and voice and shaping meaning and response
3. craft manuscript-standard texts applying conventions of formatting and publishing
4. critically analyse own compositions and those of others to acquire professional compositional and editorial skills
5. evaluate and apply relevant knowledge and practices required as a professional writer in the development of own compositions
7. investigate and apply the processes and elements of the creative nonfiction genre.

Note: In this course the learning outcomes enable use of the language modes through two overarching processes:

- composing texts through speaking, writing and representing
- comprehending texts through listening, reading and viewing.

### Module 2 content

Learners investigate the forms of contemporary and innovative creative nonfiction. Learners will research and follow editorial and submission guidelines to plan, draft and produce one substantial form of creative nonfiction writing for external assessment. They learn how to craft a pitch as a promotional tool.

Learners continue to engage in ongoing studio practice activities comprising of writers workshops, writers groups and an action research project with a focus on professionalism. They will explore and learn to experiment with the possibilities, boundaries and contexts of creative nonfiction. They will engage as both readers and writers, deconstructing literary models of creative nonfiction translating their learning through the creation of their own pieces of work. Learners will investigate the importance of narrative voice, authenticity and the portrayal of subjects to engage the reader. They will learn how to integrate storytelling strategies in their work. They consider the boundary between ethics and creativity, discussing issues relating to truth, accuracy and fact-checking in writing creative nonfiction.

See Appendix 6 for information regarding action research.

See Appendix 7 for pitch format guidelines.

### Key knowledge

Learners will draw on:

- cultural context, audience and purpose of creative nonfiction texts
- elements, forms, conventions and processes of creative nonfiction writing
- an understanding of continuous reflective practice
- writing industry submission guidelines for creative nonfiction
- studio practice: how to work independently and collaboratively to investigate, reflect, refine and strengthen their own skills in producing highly crafted texts.

### Key skills

Learners will develop and draw on the following skills to craft nonfiction texts. They will:

- Create texts by:
  - synthesising complex information, ideas and arguments
  - researching and planning texts: selecting pre-writing processes, considering possibilities, alternatives, experimenting with ideas and evaluating options to determine selected content and approach
  - developing editorial independence: using strategies for drafting, editing and proofreading to produce appropriately sequenced and coherent texts
  - using strategies for line and copyediting for impact and clarity to establish tone and style appropriate to target audience
  - applying formatting and publishing conventions: to create sustained texts that meet selected standard manuscript or selected publication format and style guidelines
  - controlling the conventions of spelling, punctuation and syntax of Standard Australian English
  - applying referencing techniques accurately to demonstrate the principles of academic integrity
  - safely using different mediums including digital technologies to craft texts, research, access, organise and present information.
- Apply knowledge of language forms and features of creative nonfiction by:
  - using knowledge of creative nonfiction and fiction forms for specific purposes, audiences and contexts

- selecting and applying elements, language choices in the creation of texts, for example:
    - narrative voice and authenticity
    - the interplay between narrative expression and content.
- Critically engage with and respond to texts by:
  - reading and evaluating a range of published creative nonfiction texts
  - critically reviewing the craft of creative nonfiction writers, for example:
    - analysing the creative-nonfiction form and cultural contexts
    - evaluating elements of style
    - analysing how mode, medium and form shape texts
    - analysing the relationships between authors, texts and audiences.
- Apply writing industry knowledge, skills and practices by:
  - analysing and applying ethical practices in crafting creative nonfiction texts
  - interpreting and applying submission guidelines
  - investigating successful professional writing practice and professionalism through action research and ongoing reflection by assessing and auditing their own practice
  - analysing publishing trends in specific markets and applying findings to shape their own creative nonfiction content for purpose and audience
  - progressively developing the craft of writing through studio practice:
    - engaging in writing workshop processes and practices
    - formally pitching an idea
    - evaluating own compositions and those of others
    - providing editorial suggestions and constructive feedback
    - acting on constructive feedback from others to experiment in own drafts and align with writing industry guidelines for the specific text type.

### **Module 2 work requirements**

This module includes the following work requirements:

- a series of short journal responses:
  - based on studio practice and ongoing engagement in writers' workshops
  - journal entries on action research into the craft of writing
- one extended written response: folio

Learners will craft:

- a creative nonfiction text: note this fiction text will be externally assessed and can be refined over the course of the year.
- a pitch for this text in module 3 work requirement 3 of 3: folio. The pitch will be externally assessed.

See Appendix 3 for the full specifications of the work requirements of this course.

### **Module 2 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.

## Course Content: Module 3

### Module 3: The Independent Writing Project and Writer's Folio

Learners strengthen and extend their knowledge and skills as writers. They apply their learning from modules 1 and 2 to demonstrate their understanding of effective writing processes.

Learners will develop:

1. An Independent Writing Project where they craft a polished, original text and a pitch to convey ideas with power and increasing precision for authentic audiences and purposes.
2. A Writer's Folio that is externally assessed. This contains the three major pieces developed in each module plus accompanying pitches.

The Writer's Folio consists of:

- a short story and an accompanying pitch
- a creative nonfiction text and an accompanying pitch
- the Independent Writing Project: a major piece and an accompanying pitch.

The Independent Writing Project must comprise approximately 70% of the module time. The other 30 percent of class time is used to complete the externally assessed Writer's Folio.

#### Independent writing project

Learners optimise their own writing practice by further consolidating and refining the skills developed during this course. They will employ relevant writing processes and professional practices to craft an original text and an accompanying pitch. These will contribute to the external assessment requirements for this course.

Learners will negotiate and create one piece of writing in a fictional or creative nonfiction genre. Illustrative examples are:

- genre fiction writing, beginnings of novel or novella
- a collection of short stories or a poetry collection
- graphic novel, either short form or the beginning of long form text
- a series of personal essays or a prologue of a literary journalistic text
- screen or stage writing, video game scripts, micro-texts or beginnings of feature lengths or pilot episodes
- creative nonfiction, personal essay collection or serialised lyrical journalism feature.

See Appendix 7 for pitch format guidelines.

### Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. research and plan texts for a range of purposes, publications, audiences and contexts
2. use language to draft texts establishing personal style and voice and shaping meaning and response
3. craft manuscript-standard texts applying conventions of formatting and publishing
4. critically analyse own compositions and those of others to acquire professional compositional and editorial skills
5. evaluate and apply relevant knowledge and practices required as a professional writer in the development of own compositions
8. craft original texts† for different purposes, audiences and contexts by adapting conventions of genre and style.

†texts include fiction, nonfiction and promotional texts.

Note: In this course the learning outcomes enable use of the language modes through two overarching processes:

- composing texts through speaking, writing and representing
- comprehending texts through listening, reading and viewing.

### Module 3 content

Learners develop their own professional studio practice to craft an Independent Writing Project and finalise the externally assessed Writer's Folio.

The Independent Writing Project enables learners to create a writing project of their own choosing. Learners consider how their original composition may adapt, challenge, or subvert genre tropes and conventions. They also develop a pitch to accompany the major piece. In negotiation with their teacher, learners research, plan and complete a sustained and major Independent Writing Project edited to manuscript standard. Learners continue to engage in studio practice activities, writer's workshops and writer's group employing their learning from their action research into their own writing practice. They determine their own action research goals in negotiation with their teacher, in relation to the craft and process of writing.

Learners compile an externally assessed Writer's Folio comprised of three pieces developed in modules 1, 2 and 3. These will have been refined to publishable standard and be accompanied by a pitch for each piece. Learners will consolidate or extend knowledge, understanding and skills learned throughout the course.

### Key knowledge

Learners will either consolidate or extend their key knowledge and skills from learning in modules 1 and 2 in developing an Independent Writing Project.

The key knowledge consists of:

- the relationship between texts, audiences and contemporary social contexts
- the elements, forms, conventions and processes of the selected text type
- the ways to manipulate language features, genre forms and conventions to engage readers, shape meaning and compose original texts
- the writing industry submission guidelines for the selected text type
- studio practice including the craft and process of writing.

### Key skills

Learners will develop and draw on the following skills to craft original texts. They will:

- Create original texts by:
  - researching and planning texts: selecting pre-writing processes, considering possibilities, alternatives, experimenting with ideas and evaluating options to determine selected content and approach
  - developing editorial independence: using strategies for drafting, editing and proofreading to produce appropriately sequenced and coherent texts
  - using strategies: for line and copyediting for impact and clarity to establish tone, style appropriate to target audience
  - applying formatting and publishing conventions: to create sustained texts that meet selected standard manuscript or selected publication format and style guidelines
  - controlling the conventions of spelling, punctuation and syntax of Standard Australian English
  - applying referencing techniques accurately to demonstrate the principles of academic integrity
  - using different mediums including digital technologies to craft texts, research, access, organise and present information.
- Apply knowledge of language forms and features in the learner chosen writing genre by:
  - making innovative and imaginative use of language and adapting conventions of genre and style to experiment with concepts and ideas for different purposes audiences and contexts.
- Engage critically with and respond to texts by:
  - researching and investigating other published writers' practices and processes to inform the development of own work.
- Apply professional knowledge and skills by:
  - applying knowledge of published work in crafting their own text, applying editorial polish and submission guidelines
  - applying their learning from studio practice and action research in modules 1 and 2 to their own practice whilst drafting and refining their Independent Writing Project.

### Module 3 work requirements

This module includes the following work requirements:

- a series of short journal responses:
  - based on studio practice and ongoing engagement in writer's workshops
  - journal entries on action research into the craft of writing
- one externally assessed Writer's Folio containing:
  - one Independent Writing Project containing an original piece and a pitch
  - one extended written short story from Module 1 refined over the course of the year and a pitch developed in Module 3 to promote this text
  - one extended creative nonfiction text (written or multimodal) from module 2 refined over the course of the year and a pitch developed in Module 3 to promote this text

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint 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 endpoint 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 folio assessing criteria 2, 3, 6, 7 and 8.

For more information, see the current external assessment specifications and guidelines for this course available in the Supporting documents below.

## Criteria

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

1. research, plan and draft texts for a range of purposes, audiences and contexts
2. use language to craft texts, establishing personal style and voice and shaping meaning and response\*
3. craft and edit manuscript-standard texts\*
4. analyse compositions, own and others'
5. analyse and apply knowledge and skills to develop professional practice
6. compose texts, applying the elements and conventions of short story writing\*
7. compose texts, applying the elements and processes of creative nonfiction writing\*
8. craft original texts for different purposes audiences and contexts\*.

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

Note: In this course the learning outcomes enable use of the language modes through two overarching processes:

- composing texts through speaking, writing and representing
- comprehending texts through listening, reading and viewing.

	Module 1	Module 2	Module 3
Criteria focuses	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

## Standards

### Criterion 1: research, plan and draft texts for a range of purposes, audiences and contexts

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Generate ideas	creates sophisticated and sustained texts using a range of pre-writing and research strategies to generate and adapt ideas for concept and text development	creates credible texts using pre-writing and research strategies to generate or adopt ideas for concept and text development	creates appropriate texts using pre-writing and research strategies for concept and text development
E02 - Research publishing trends	researches and evaluates publishing trends and target market for a specific text type to develop own texts	researches and analyses publishing trends and target market for a specific text type to develop own texts	researches and describes publishing trends and target market for a specific text type to develop own texts
E03 - Plans and drafts texts	plans and drafts texts, evaluating, synthesising and experimenting with text elements <sup>†</sup> for a range of purposes, audiences and contexts	plans and drafts texts analysing text elements <sup>†</sup> explored for purpose, audience and context	plans and drafts texts explains text elements <sup>†</sup> explored for purpose, audience and context
E04 - Mediums	effectively uses different mediums, digital technologies and software to locate, organise and present information.	appropriately uses different mediums, digital technologies and software to locate, organise and present information.	uses different mediums, digital technologies and software to locate, organise and present information.

<sup>†</sup>text elements include sources and ideas, language features and forms

### Criterion 2: use language to craft texts, establishing personal style and voice and shaping meaning and response

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Organise ideas	skilfully edits to craft polished, sequenced and coherent texts	edits to craft clear, sequenced and coherent texts	edits to craft sequenced and coherent texts: errors do not impede meaning
E02 - Uses language for effect	discerningly selects and uses language features in the creation of texts and literary devices to effectively shape meaning and response	uses language features and literary devices in the creation of texts appropriately to shape meaning and response	uses language features and literary devices in the creation of texts to shape meaning and response
E03 - Express ideas	adeptly uses stylistic devices and nuanced vocabulary, and manipulates voice and point of view for effect	uses stylistic devices and appropriate vocabulary and adopts and sustains voice and point of view for stylistic effect	uses stylistic devices and appropriate vocabulary, voice, and point of view appropriate to style of expression
E04 - Develop ideas, concepts and perspectives	effectively uses nuanced language to develop complex ideas, concepts, themes or perspectives to shape meaning and response.	uses clear language to develop complex ideas, concepts, themes or perspectives to shape meaning and response.	uses language to express and explore ideas, concepts, themes, or perspectives to shape meaning and response.

### Criterion 3: craft and edit manuscript-standard texts

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Apply publishing conventions: control of language	accurately and precisely uses syntax, spelling, punctuation and grammar to craft texts for publication	accurately uses syntax, spelling, punctuation and grammar to craft texts for publication	uses conventions of syntax, spelling, punctuation and grammar to craft texts: errors do not impede meaning
E02 - Apply publishing conventions: formatting	accurately formats work according to publishers' specific guidelines <sup>†</sup> and effectively applies editorial polish to manuscript standard	accurately formats work according to publishers' specific guidelines <sup>†</sup> and applies editorial polish	formats work according to publishers' specific guidelines <sup>†</sup> : errors do not impede meaning

E03 - Apply publishing conventions: structural, line and copyediting	accurately uses structural, line and copyediting processes to create complex texts appropriate to audience and purpose	accurately uses structural, line and copyediting processes to create texts appropriate to audience and purpose	uses structural, line and copyediting processes to create texts appropriate to audience and purpose: errors do not impede meaning
E04 - Apply publishing conventions: academic integrity	follows and correctly applies all referencing conventions and methodologies to accurately identify sources of information <sup>‡</sup> ; creates structured reference lists that align to conventions.	follows and correctly applies most referencing conventions and methodologies to identify sources of information <sup>‡</sup> ; creates appropriately structured reference lists: may not align to all conventions.	applies referencing conventions and methodologies to identify sources of information <sup>‡</sup> ; creates reference lists: there may be errors.

<sup>†</sup>specific guidelines/required characteristics may include the degree of polish (e.g. to manuscript standard or draft only), word limits, formatting and layout requirements, and presentation requirements

<sup>‡</sup>sources of information include the images, words and ideas of others.

## Criterion 4: analyse compositions, own and others'

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Engage with and respond to texts	evaluates and compares the effectiveness of writing styles and techniques used in a range of texts	analyses the effectiveness of the writing styles and techniques used in a range of texts	describes the effectiveness of the writing styles and techniques used in a range of texts
E02 - Examine and annotate texts	annotates, appreciates and critiques genre conventions, textual elements <sup>†</sup> , and techniques and aesthetic qualities in published texts <sup>‡</sup>	annotates and analyses genre conventions, textual elements <sup>†</sup> and techniques of published texts <sup>‡</sup>	annotates and describes genre conventions, textual elements <sup>†</sup> and techniques of published texts <sup>‡</sup>
E03 - Examine perspectives in texts	critically analyses effectiveness of different perspectives, values and voice represented in texts	analyses different perspectives, values and voice represented in texts	explains different perspectives, values and voices represented in texts
E04 - Critically reflect on own writing	critically analyses own use of language, form and features, evaluating choices with reference to purpose and audience.	analyses own use of language, form and features, justifying choices with reference to purpose and audience.	explains own use of language, form and features, relates choices to purpose and audience.

<sup>†</sup>textual elements include sources and ideas, devices, language and stylistic features and forms.

<sup>‡</sup>written texts include own and others

## Criterion 5: analyse and apply knowledge and skills to develop professional practice

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Apply industry practice: publication	researches, critiques and effectively applies standards, protocols and practices for publication to craft specific text types <sup>†</sup>	researches, analyses and appropriately applies standards, protocols and practices for publication to craft specific text types <sup>†</sup>	researches, explains and applies standards, protocols and practices for publication to craft specific text types <sup>†</sup>
E02 - Apply action research: practice and professionalism	researches, critically analyses and synthesises writing practices <sup>‡</sup> to develop own practice in text creation	researches, analyses and appropriately applies writing practices <sup>‡</sup> to develop own practice in text creation	researches, explains and applies writing practices <sup>‡</sup> to develop own practice in text creation
E03 - Apply studio practice: editorial feedback	reviews texts providing comprehensive, constructive and logical editorial feedback	reviews texts providing constructive, detailed and reasoned editorial feedback	reviews texts providing descriptive editorial feedback
E04 - Apply studio practice: use of editorial feedback	reflects on feedback from others, critically evaluates its relevance and edits texts to effectively address appropriate issues	reflects on feedback from others, analyses its relevance and edits texts to address appropriate issues	reflects on feedback from others, assesses its relevance and edits texts to address appropriate issues
E05 - Apply professional practice: self-management and timeframes	uses a range of planning and self-management strategies to enable the effective completion of tasks within agreed time frames.	uses planning strategies to enable successful completion of tasks within agreed time frames.	uses planning strategies to enable completion of tasks within agreed time frames.

†specific text types include promotional texts, such as the pitch

‡writing practices encompass professional practices of published writers

## Criterion 6: compose texts, applying the elements and conventions of short story writing

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Create short fiction stories: knowledge of form and convention	makes discerning selection of, and manipulates short story forms and conventions to effectively shape meaning and response with nuance	makes effective selection of, and applies short story forms and conventions effectively to shape meaning and response	uses short story forms and conventions appropriately to shape meaning and response
E02 - Create short fiction stories: knowledge of mode and medium	makes discerning selection of mode-appropriate language features to craft complex short stories for a range of platforms	makes effective selection of mode-appropriate language features to craft short stories for a range of platforms	uses mode-appropriate language features to craft short stories for a range of platforms
E03 - Create short fiction stories: purpose, context and audience	crafts sophisticated, convincing and sustained short stories, relevant to purpose, context and audience.	crafts convincing and coherent short stories relevant to purpose, context and audience.	crafts short stories appropriate to purpose, context and audience.

## Criterion 7: compose texts, applying the elements and processes of creative nonfiction writing

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Create creative nonfiction texts: knowledge of form and convention	makes discerning selection of, and manipulates creative nonfictional genre forms and conventions effectively to shape meaning and response with nuance	makes effective selection of, and applies creative nonfictional genre forms and conventions effectively to shape meaning and response	uses creative nonfictional genre forms and conventions appropriately to shape meaning and response
E02 - Create creative nonfiction texts: knowledge of mode and medium	makes discerning selection of mode-appropriate language features to craft complex creative-nonfiction texts for a range of platforms	makes effective selection of mode-appropriate language features to craft creative-nonfiction texts for a range of platforms	uses mode-appropriate language features to craft creative-nonfiction texts for a range of platforms
E03 - Create creative nonfiction texts: purpose, context and audience	crafts sophisticated and sustained short works of creative nonfiction relevant to purpose, context and audience.	crafts convincing and coherent short works of creative nonfiction relevant to purpose, context and audience.	crafts short works of creative nonfiction appropriate to purpose, context and audience.

## Criterion 8: craft original texts for different purposes audiences and contexts

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Create texts <sup>†</sup> : experiment with genre forms and conventions	manipulates or subverts form and genre conventions to experiment with language and ideas	adopts or challenges particular text types and conventions to experiment with language and ideas	uses form and genre conventions appropriately to explore and express ideas
E02 - Create texts <sup>†</sup> : knowledge of mode and medium	makes discerning selection of mode-appropriate features to craft complex texts for a range of platforms	makes effective selection of mode-appropriate features to craft texts for a range of platforms	uses mode-appropriate features to craft texts for a range of platforms: errors do not impede meaning
E03 - Create texts <sup>†</sup> : purpose, context and audience	crafts sophisticated and sustained texts <sup>‡</sup> relevant to purpose, context and audience	crafts convincing and coherent texts <sup>‡</sup> relevant to purpose, context and audience	crafts coherent texts <sup>‡</sup> appropriate to purpose, context and audience
E04 - Create promotional texts: knowledge of publishing industry, market and the function and conventions of the pitch; understanding of the text being promoted	crafts a persuasive, compelling and polished pitch that promotes and justifies the purpose, context, audience, genre and features of a specific text to an identified publisher or publication.	crafts a persuasive pitch that promotes and explains the purpose, context, audience, genre and features of a specific text to an identified publisher or publication.	crafts a pitch that promotes and describes the purpose, context audience, genre and features of a specific text to an identified publisher or publication.

†created texts can be fiction or creative nonfiction texts

‡texts include fiction, creative nonfiction and promotional texts

## Qualifications Available

English Studio 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 13 ratings (8 from the internal assessment, 5 from external assessment).

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

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

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

COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' ratings from external assessment)

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) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the Years 11 and 12 website.

## Course Developer

This course has been developed by the Department for Education, Children and Young People's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation

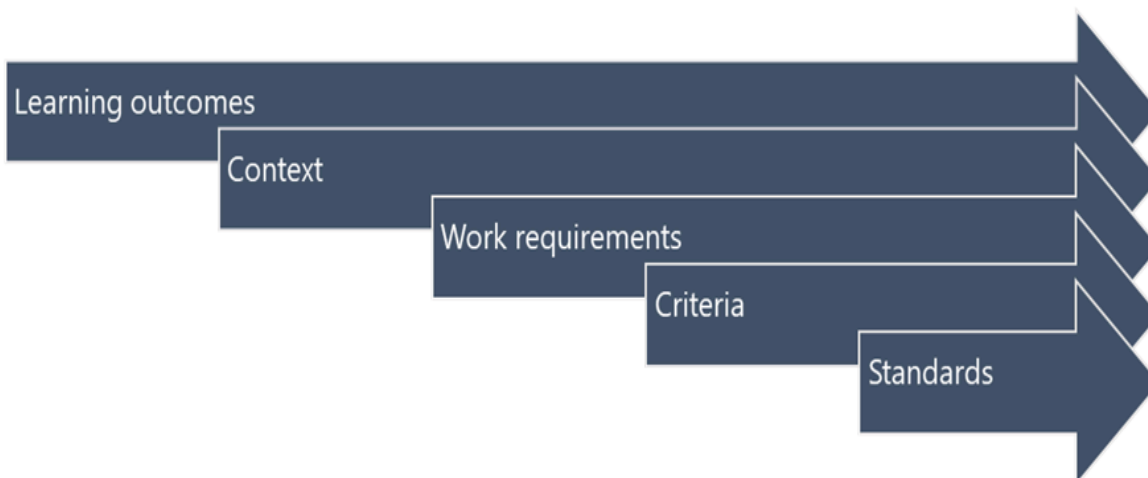
Accredited on 26 May 2023 for use from 1 January 2024 to 31 December 2026.

## Version History

### Version 1

Accredited on 26 May 2023 for use from 1 January 2024 to 31 December 2026. This course replaces English Writing Level 3 (ENW315114) which expires on 31 December 2023.

Appendix 1 – Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. research and plan texts for a range of purposes, publications, audiences and contexts	1, 2, 3	1, 2, 3	1	1, 2, 3, 4	Critical and creative thinking; digital literacy; Literacy
2. use language to draft texts establishing personal style and voice and shaping meaning and response	1, 2, 3	1, 2, 3	2	1, 2, 3, 4	Critical and creative thinking; digital literacy; Literacy
3. craft manuscript-standard texts applying conventions of formatting and publishing	1, 2, 3	1, 2, 3	3	1, 2, 3, 4	Critical and creative thinking; digital literacy; Literacy
4. critically analyse own compositions and those of others to acquire professional compositional and editorial skills	1, 2, 3	1, 2, 3	4	1, 2, 3, 4	Critical and creative thinking; digital literacy; Literacy
5. evaluate and apply relevant knowledge and practices required as a professional writer in the development of own compositions	1, 2, 3	1, 2, 3	5	1, 2, 3, 4, 5	Critical and creative thinking; digital literacy; Literacy
6. evaluate and apply conventions of short story writing	1	1	6	1, 2, 3	Critical and creative thinking; digital literacy; Literacy
7. investigate and apply the processes and elements of the creative nonfiction genre	2	2	7	1, 2, 3	Critical and creative thinking; digital literacy; Literacy
8. craft original texts <sup>†</sup> for different purposes, audiences and contexts by adapting conventions of genre and style.	3	3	8	1, 2, 3, 4	Critical and creative thinking; digital literacy; Literacy

<sup>†</sup>texts include fiction, nonfiction and promotional texts

## Appendix 2 – Alignment to curriculum frameworks

English Studio Level 3 aligns with content descriptions contained in the Senior Secondary Australian Curriculum: Essential English, English and Literature Units 3-4.

- analysing language, structural and stylistic choices (ACEEN041)
- transforming and adapting texts for different purposes, contexts and audiences (ACEEN050) (ACELR051) (ACELR068) (ACELR066)
- using and experimenting with text structures and language features (ACEEN052) (ACELR048) (ACELR048) (ACELR049) (ACEEN051) (ACELR067)
- selecting text structures, language features and techniques to communicate and represent ideas and information for different contexts and purposes (ACEEE040) (ACEEE054)
- using accurate spelling, punctuation, syntax and metalanguage (ACEEN056) (ACEEN075)
- using strategies for planning, drafting, revising, editing and proofreading and appropriate referencing (ACEEE042) (ACEEN055) (ACEEN074) (ACEEE056)
- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN054) (ACEEN073)

## Appendix 3 – Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

### Module 1 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Action research: The craft of writing

**Mode and format:** short journal responses – written as part of studio practice

**Description:** Learners will craft journal responses throughout the module. The responses identify goals for learners own writing, plans and strategies to action goals and reflections on their learning about the practices of published writers.

See Appendix 6: Action research project for further detail.

**Size:** 450 words in total.

**Timing:** will depend upon the learning context and the needs of the individual learner

**Relevant criteria:** Criteria: 1, 4 and 5

#### Work requirement 2 of 2

**Title of work requirement:** The fiction text – short story

**Mode and format:** folio – written

**Description:** short prose fiction story which will be externally assessed as part of the Writer's Folio

Part 1: Learners craft an initial version of a short story 600 words in length.

Part 2: They analyse and annotate their short story.

Part 3: Learners expand their initial 600-word short story to a short story that is between 1,500 to 2,000 words. The short story will be edited and proofed to publishable standard over the course of the year. It will conform to manuscript standard formatting and layout for print publishing.

Part 4: Learners craft an accompanying reflective statement in which they discuss their intent and their compositional choices.

See Appendix 7 for information on reflective statements.

**Size:** a maximum of 3,175 words for the folio.

Part 1: a maximum of 600 words and part 2: a maximum of 200 words. Part 3: a range of 1,500 to 2,000 words maximum and part 4: a range of 350 to 375 words maximum

**Timing:** will depend upon the learning context and the needs of the individual learner

**Relationship to external assessment:** The final version of the short story is externally assessed and forms part of the Writer's Folio which will be finalised in module 3.

In consultation with the provider, over the course of the year learners may 'refine' their writing developed in module 1 for submission in the externally assessed folio. Refinement is the process of either revision or reworking or both, plus any additional editing and proofing the student-author engages in to prepare their written work for submission. The provider must monitor progress and development of all written pieces for the folio throughout the writing process.

**Relevant criteria:** Criteria: 2, 3, 4, 5 and 6

### Module 2 Work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Action research: The process of Writing

**Mode and format:** short journal responses – written as part of studio practice

**Description:** Learners will craft journal responses throughout the module. The responses identify goals for learners' own writing, plans and strategies to action goals and reflections on their learning about the process of writing.

See Appendix 6: Action research project for further detail.

**Size:** 450 words in total.

**Timing:** will depend upon the learning context and the needs of the individual learner

**Relevant criteria:** Criteria: 1, 4 and 5

#### **Work requirement 2 of 2**

**Title of work requirement:** My nonfiction text

**Mode and format:** folio – written or written and multimodal

**Description:** creative nonfiction text and pitch which will be externally assessed as part of the Writer's Folio.

Part 1: Learners craft a creative nonfiction text and 1 – 4 images may be included. The creative nonfiction text will be crafted, edited and proofed to publishable standard. It will conform to the formatting, layout and design and the article style for a specific physical or online journal or magazine in which they imagine their nonfiction text might reasonably appear or be published.

Part 2: Learners research and craft a short pitch to introduce and promote their nonfiction text for imagined publication.

See Appendix 7 for basic pitch format guidelines.

**Size:** a maximum of 2,150 words for the folio. Part 1: a range of 1,500 to 2,000 words maximum or equivalent and part 2: 150 words maximum

**Timing:** will depend upon the learning context and the needs of the individual learner

**Relationship to external assessment:** The final draft of the creative nonfiction text is externally assessed and forms part of the Writer's Folio which will be finalised in module 3 of the English Studio Level 3 course.

In consultation with the provider, over the course of the year learners may 'refine' their writing developed in module 2 for submission in the externally assessed folio. Refinement is the process of either revision or reworking or both, plus any additional editing and proofing the student-author engages in to prepare their written work for submission. The provider must monitor progress and development of all written pieces for the folio throughout the writing process.

**Relevant criteria:** Criteria: 2, 3, 5 and 7

#### **Module 3 Work requirements specifications**

##### **Work requirement 1 of 3**

**Title of work requirement:** Action research: My Studio Practice

**Mode and format:** short journal responses – written as part of studio practice

**Description:** Learners will craft journal responses throughout the module. The responses identify goals for learners' own writing, plans and strategies to action goals and reflections on their learning about the practices and processes of writing.

See Appendix 6: Action research project for further detail.

**Size:** approximately 450 words in total.

**Timing:** will depend upon the learning context and the needs of the individual learner

**Relevant criteria:** Criteria: 1, 4 and 5

##### **Work requirement 2 of 3**

**Title of work requirement:** Independent Writer's Project

**Mode and format:** one project – written or written and multimodal

**Description:** The independent writer's project will be externally assessed as part of the Writer's Folio.

Part 1: In negotiation with their teacher learners research, plan craft and submit an original polished piece to manuscript standard. The original piece can be written or contain both written and multimodal elements.

Part 2: Learners craft a written pitch to accompany the original piece.

**Size:** 3,000 to 3,375 words or equivalent in total. Part 1: a range of 2,700 to 3,000 words maximum, or equivalent and part 2: a range of 300 to 375 words

**Timing:** Will depend upon the learning context and the needs of the individual learner but it is estimated that approximately 70% of the module will be devoted to the research, planning and crafting of the Independent Writing Project and its accompanying pitch

**Relationship to external assessment:** The final draft of the Independent Writing Project and the synopsis are externally assessed and forms part of the Writer's Folio which will be finalised in module 3.

**Relevant criteria:** Criteria: 2, 3, 5 and 8

**Work requirement 3 of 3**

**Title of work requirement:** Writer's Folio

**Mode and format:** one folio – written or multimodal

**Description:** Learners will compile an externally assessed Writer's Folio comprised of three pieces developed in modules 1, 2 and 3 which have been refined over the course of the year to publishable standard and an accompanying pitch for each piece. The Writer's Folio includes the following work:

- From module 1:
  - one extended written short story, presented in manuscript format
  - an accompanying written pitch adapted from the reflective statement developed in module 1
- From module 2:
  - one extended creative nonfiction text either presented in manuscript format, or in a word only version plus a version utilising formatting, layout and design conventions of chosen physical or online publication
  - a refined, accompanying written pitch.
- From module 3:
  - one substantial original text – fiction or nonfiction, presented in manuscript or a word only version and a version utilising formatting, layout and design conventions of chosen physical or online publication
  - an accompanying pitch developed in module 3.

**Size:** a range of 6,250 to 7,675 words maximum.

- a range of 1,500 to 2,000 words maximum for the short prose fiction story
- a range of 100 to 150 words maximum for the pitch for the short prose fiction story
- a range of 1,500 to 2,000 words maximum for the creative nonfiction text
- a range of 100 to 150 words maximum for the pitch for the creative nonfiction text
- a range of 2,700 to 3,000 words maximum for the independent writer's project: original piece
- a range of 350 to 375 words maximum for the pitch for the independent writer's project: original piece.

**Timing:** will depend upon the learning context and the needs of the individual learner but it is estimated that approximately 30% of module 3 will be spent on final refinement and proofing of folio texts and attending to submission requirements.

**Relationship to external assessment:** The Writer's Folio will be externally assessed.

**Relevant criteria:** Criteria: 2, 3, 6, 7 and 8

## Appendix 4 – General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

### General capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Digital literacy
- Literacy
- Personal and social capability
- Intercultural understanding
- Ethical understanding
- Numeracy.

### Cross-curriculum priorities

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

## Appendix 5 – Glossary

TBA

## Appendix 6 - Action research project

The action research project involves learners engaging in active critical reflective practice on their own approach to the craft and process of writing. It is part of the greater studio practice that learners will engage in during this course, which is also made up of Writers' Workshops and the Writers' Group.

The action research project is outlined in the following information:

1. An outline of the action research project and a focus for each module
2. A process outline focused on deliberate practice, from learner to professional
3. A template elaborating on the action research journal work requirements.

### Outline

The action research project is designed to enable learners to research, investigate and apply the practices and processes of published writers whilst developing their major, externally assessed texts.

The action research project is run simultaneously with the delivery of the content of each module to inform the development of each major, externally assessed text.

Integral to the action research project is:

- an understanding of professional practice of published writers
- application of 'reading like a writer'
- engagement in an in-class writer's group where learners put their studio practice skills into action by doing such things as engaging positively, supporting peers, reading each other's work, receiving and providing critical feedback, evaluating the craft and process of writing and may involve reading work aloud
- self-assessment and critical reflection through a writer's journal.

In module 1, learners explore how to craft effective short stories. They examine the writing practices of published short story authors, that include:

- balance in showing and telling modes
- clear character goals
- adequate conflict
- choice of narrative structure
- choice of narrative point-of-view
- great openings.

In module 2, learners explore the process of writing. They examine habits, behaviours and processes used by published authors to identify and define effective professional writing practice. Learners explore such things as:

- writing and reading every day
- using a dedicated writing space
- reading their work aloud
- keeping a dream diary
- writing the first draft by hand.

In module 3, learners identify achievable goals and strategies related to the craft and process of writing to develop their own work. Goals may relate to:

1. the writer's craft, where the learner may choose to focus upon the writers of text forms the learner themselves explore and craft for their own Independent Writer's Project and/or
2. the writing process, where learners may choose to focus on the same or a different aspect of their writing process as they did in module 2 for the focus for their action research in module 3.

### Deliberate Practice – Learner to professional

The following list outlines the action research process which can be used as a template to enable learners to demonstrate and develop professionalism in their own practice and personal and social capability.

Additionally, providers may research, or ask their learners to research, a comparable template to use for this purpose. Learners will reflect on their developing practice through a journal. See the advice about how to scaffold a journal below.

Become Aware-Plan-Act-Reflect = Professional Practitioner and Independent Life-long Learner

#### Become aware

Self-awareness and self-regulation are key to discipline and successful practice and process which involves:

- honesty
- an audit of strengths and weaknesses
- an investigation of practices of professionals for modelling writing practices and processes.

#### Plan

Learners define a goal or goals – long-term and interim, which may stretch them out of their comfort zone, but are achievable. This involves:

- goal setting – in a specific timeframe:
  - long-term goal
  - monthly goals
  - weekly goals
  - daily writing processes, goals and strategies: identifying 1 – 3 daily tasks that will support attainment of this goal?

Act

Learners commit to and undertake deliberate, conscious actions to develop their writing as outlined in their planning. These are the daily goals or tasks that have been identified.

Reflect

Learners build in feedback and reflection mechanisms which can occur: daily, weekly or monthly and in their final journal response which focus on:

- What result they achieved?
- What was the reason for those results?
- What is my response?
- Re-strategise: what are 1-3 things they can do next time to get a better result?

Action research journal

This template elaborates on the action research journal work requirements for each module.

Learner's craft three reflective journal responses progressively in each module to reflect on their developing practice. Each module has a different focus.

Module 1: The craft of writing

Part 1 – learners:

- conduct a self-audit on own writing in relation to crafting short stories.

Part 2 – learners:

- identify the practices of published writers – how to craft successful texts
- identify achievable goals and strategies to craft their own work.

Part 3 – learners reflect on their:

- understanding of published writers and their craft
- attainment of personal goals and success of strategies used in their study.

Module 2: The process of writing

Part 1 – learners:

- conduct a self-audit on own writing in relation to crafting creative nonfiction texts.

Part 2 – learners:

- identify of the processes that writers use to create effective practice
- identify achievable goals and strategies to craft their own work.

Part 3 – learners reflect on their:

- understanding of published writers and their process
- attainment of personal goals and success of strategies used in their study.

Module 3: My studio practice

Part 1 – learners:

- conduct a self-audit on own writing in relation to crafting their selected text type for the Independent Writing Project.

Part 2 – learners:

- identify achievable goals and strategies related to the craft and, or process of writing to develop their own work.
- Learner goals may relate to:
  - the writer's craft, where the learner may choose to focus upon the writers of text forms the learner themselves explore and craft for their own independent writer's project

OR

- the writing process, where learners may choose to focus on the same or a different aspect of their writing process as they did in module 2 for the focus for their action research in module 3.

Part 3 – learners reflect on their:

- understanding of the practice of published writers
- attainment of personal goals and success of strategies used in their study.

## Appendix 7 - Pitch and reflective statement

The following is a collection of information with sources given for further reference relevant to developing a pitch and a reflective statement.

### A Pitch

A pitch can be a powerful promotional tool that sells the concept to a prospective publisher. Some publishers provide 'how to pitch' guidelines to writers and there are also many suggestions and much advice about how to craft the best pitch. Whilst pitch content and style may be tailored for specific purposes and to sell specific kinds of writing texts, some general elements and conventions can be determined.

The pitch format that follows is based upon the specifications as published in the online Australian literary magazine Kill Your Darlings.

### What to include in a pitch for external assessment

- identify the intended publisher or publishers for your story and pitch: what the publisher is known for [e.g., mainstream or indie; subjects and genres they publish; text forms they publish; formats (physical or e-books) they publish] (25-30 words)
- provide this information on the writer's folio contents page proforma provided in the external assessment folio requirements.

### What to include in a pitch for external assessment purposes (order to be determined by the learner):

- a subject line or proposed title of the piece
- the topic (for example, ideas, issue, theme, message and argument), genre, form and target audience of the learner's text
- an explanation as to why the piece has been selected and why the current point in time is the best time to publish it (context and purpose)
- an explanation which gives the publisher an idea of the experience the reader of the piece will have and how the piece will engage intended readers (purpose and audience)
- an explanation as to why the piece is right for the selected publisher
- reference to any published sources including those used as inspiration.

Whilst learners aim to deliver on the promises in their pitch it is understood that learners may write a compelling pitch, the quality of which their actual text does not meet; conversely, it is also understood that a learner may write an excellent response but not necessarily pitch it effectively.

### Reflective Statement

The Reflective Statement provides an opportunity for learners to:

- discuss their development as a writer, to contextualise a specific creative response
- articulate their intention
- discuss the compositional choices made with reference to the ways in which the choices were intended to shape the meaning and mood of the piece
- reflect genre conventions and elicit a specific reader response.

In crafting the reflective statement, learners will apply to their own creative texts the 'reading like a writer' skills they have developed when analysing and reflecting upon the work of others.

Note that if a particular text or texts, or writer's style or voice have influenced the crafting of the creative text then this must be acknowledged in the reflective statement through in-text referencing and inclusion of the details of the influential source texts in a reference list.





### Reflective statement elements:

- An outline of student learning in response to a particular module and/or crafting of a particular creative text and how it has impacted their development as a writer, including the works of others. The outline will comprise approximately 15% of total reflective statement word count.
- Contextual information about the creative response, including specific influences on development of a creative text, for example, social, cultural, artistic or personal. The contextual information will comprise approximately 15% of total reflective statement word count.
- An outline of the ideas, issues, themes and messages the learner wished to examine and explore.
- A discussion of the learner's compositional choices: selections related to diction, writing techniques, the text structure and utilisation of genre conventions, of both narrative genre and genre of form, and how these are related to the text's purpose and audience. The discussion of compositional choices will comprise approximately 70% of total reflective statement word count.

### Compositional elements:

- setting, plot, characterisation and dialogue
- narrative point-of-view, perspective, voice and tense
- narrative structure, including such things as use of time, pacing and titling
- genre conventions: specific conventions of narrative genres or of genres of form
- language choices in the form of literary techniques and devices, such as: diction, connotation, motif, symbol, allusion and sentence length.

### Supporting documents including external assessment material

-  [ENS315124 English Studio External Assessment Specifications.pdf](#) (2024-01-24 08:52am AEDT)
-  [ENS315124 English Studio Folio Contents List.docx](#) (2024-01-24 08:52am AEDT)
-  [2024 ENS315124 TASC Student Folio Declaration Form.pdf](#) (2024-01-31 10:57am AEDT)
-  [TASC Student Folio Declaration Forms Information Sheet.pdf](#) (2024-01-31 10:57am AEDT)



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