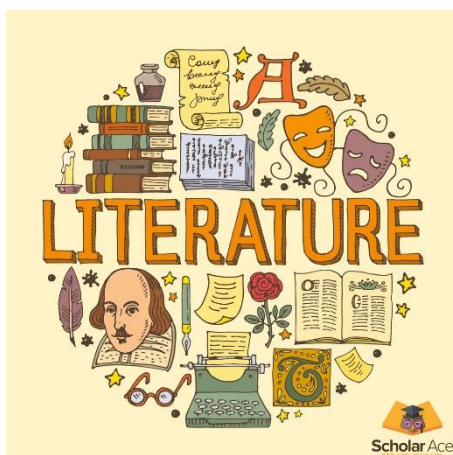




You will work through the following units as part of English Literature

Unit 1: Texts in Context (Love Poetry)

This module examines how literature reflects change and difference; and that interpretations of texts change over time.

Unit 2: Single Text Study (*The Tempest*)

This module focuses on the context and Shakespeare's final solo play, *The Tempest* takes us to a magical island where the banished Italian ex-duke now magician, Prospero, works through the ethical dilemma of revenge or forgiveness.

Unit 3: Comparative Text Study (*Billy Elliot* / *Boy Swallows Universe*)

We will compare how the film *Billy Elliot* and novel *Boy Swallows Universe* deal with similar ideas in different ways during the turbulent '80s.

Unit 4: Independent Study

You will discover a favourite text from the long list, that connects with values that are important to you; and create an inquiry question to focus your essay and imaginative response.

How you'll be assessed:

Common types of internal assessments are:

- Analytical and comparative essays
- Reflective and imaginative responses
- Group PowerPoint Presentations

The external assessment for this subject is a 2-hour exam and an Independent Study (folio)

- Requires literacy skills for short answers and essays
- Excellent time management
- Strong research and writing skills are essential
- Independent reading and viewing

COMPLETION OF WORK POLICY

Assessment due dates are provided in the Program of Learning and on Canvas. Work must be submitted by the due date unless an approved extension has been granted. Unapproved late submissions will incur penalties as outlined in the *Completion of Work Policy*. Students needing extensions should contact their subject teacher before the due date with valid reasons, such as illness or unforeseen circumstances.

For more details refer to the Launceston College: [Completion of Work Policy](#).

ACADEMIC INTEGRITY

All senior secondary students in Tasmania are expected to uphold academic integrity, meaning they complete their work honestly and fairly. This includes properly referencing any ideas, images, or information borrowed from others, allowing teachers to distinguish between original and sourced content.

Assignments will be submitted through Canvas, email, hard copy as directed in the task sheet.

For more details, refer to the Launceston College: [Academic Integrity Policy](#).

REFERENCING

The MLA 9th Edition is recommended for English Literature. The standards for criterion 7 state that a student must:

- create appropriate reference lists/bibliographies and use in-text referencing.
- clearly identifies the information, images, ideas and words of others used in the student's work.

COURSE DOCUMENT

The TASC website provides considerable information about the course. [English Literature - TASC](#)

Week	Date	Program of Learning 2025	Notes / Assessments
1	6 Feb	Course Introduction	<i>Yr 11s and 12's return February 8 (Thursday)</i>
2	10 Feb	Module One: Texts in Context (Love Poetry) 'To His Coy Mistress' (1681) Andrew Marvell	Books that made an impact on me – reflective writing assignment Texts in Context – Group PowerPoint Presentation
3	17 Feb	'Woman to Man' (1949) Judith Wright	
4	24 Feb	'She Walks in Beauty' (1815) Lord Byron	<i>Wed 26 Feb – Launceston Cup</i> Comparative Poetry Essay
5	3 Mar	Module Two: Single Text Study – <i>The Tempest</i> – Cultural & Historical context	
6	10 Mar	<i>The Tempest</i> - reading	<i>Mon 10 Mar – Public Holiday</i>
7	17 Mar	<i>The Tempest</i> - examining	Imaginative Response to <i>The Tempest</i>
8	24 Mar	<i>The Tempest</i> - analysing	
9	31 Mar	<i>The Tempest</i> – essay preparation	
10	7 Apr	<i>The Tempest</i> - essay writing	Analytical essay - <i>The Tempest</i> (context and ideas)
Term 1 break – Saturday 12 April – Sunday 27 April			
1	28 Apr	Comparative Text Study (BE/BSU): <i>Billy Elliot</i> – Historical context & viewing	
2	5 May	<i>Billy Elliot</i> – analysing compositional features	Reflective Response to <i>Billy Elliot</i>
3	12 May	<i>Billy Elliot</i> – applying critical lenses	
4	19 May	<i>Boy Swallows Universe</i> – context & reading	
5	26 May	<i>Boy Swallows Universe</i> – analysis	
6	2 June	<i>Boy Swallows Universe</i> – applying critical lens.	
7	9 June	Comparative Essay writing	<i>Mon 9 June – Public Holiday</i> Comparative essay
8	16 June	Exam revision	
9	23 June	Exam revision & Independent Study preparation (text selection)	<i>Mid-Year Assessments Level 3 & 4 – Two Hour exam (2 essays)</i>
10	30 June	Love Poetry cont. 'Rings' (2011) Carol Ann Duffy	<i>Mid-Year Assessments Level 3 & 4</i>
Term 2 break – Saturday 5 July – Sunday 20 July			
1	21 July	'Sonnet 147' (1609) William Shakespeare	
2	28 July	Module Four: Independent Study (IS) introduction & text research	
3	4 Aug	IS – Draft notes & Inquiry Question developed	Draft notes submitted
4	11 Aug	IS – Critical Response	
5	18 Aug	IS - Critical Response	Critical Response submitted for assessment & feedback
6	25 Aug	IS – Imaginative Response	
7	1 Sep	IS - Imaginative Response	Imaginative Response submitted for assessment & feedback
8	8 Sep	IS – Reflective Statement	Reflective Statement submitted for assessment & feedback
9	15 Sep	<i>Independent Study Completed</i>	Completed Independent Study emailed to teacher by 5pm September 17th
10	22 Sep	Revision: Module 3 – BE & BSU	
Term 3 break – Saturday 27 September – Sunday 12 October			
1	13 Oct	Love Poetry cont. 'How Do I Love Thee' (1850) Elizabeth Barrett Browning	
2	20 Oct	Exam Revision	Mock Exam
3	27 Oct	Exam Revision	<i>Fri 31 Oct - Moderation Day (LC students work from home)</i>
4	3 Nov	Exam Revision	<i>Mon 3 Nov – Public Holiday</i>
Exams begin (Monday 10th November) - Exams end (Thursday 20th November)			

ASSESSMENT

Criterion-based assessment helps students see how well they're meeting course outcomes at the end of their study. While there is continuous feedback to guide learning, final assessments focus on showing what students have achieved by the end. Ratings are given as 'A', 'B', or 'C', based on course standards. A 't' indicates partial achievement below a 'C', and a 'z' means no evidence provided.

Schools follow TASC's quality assurance to keep standards consistent. More details are on the [TASC website](#). Final awards are based on both internal and TASC-supervised external assessments.

Criteria

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

* = denotes criteria that are both internally and externally assessed

Award Requirements

EXCEPTIONAL ACHIEVEMENT (EA)

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

HIGH ACHIEVEMENT (HA)

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

COMMENDABLE ACHIEVEMENT (CA)

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

SATISFACTORY ACHIEVEMENT (SA)

12 'C' ratings (4 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

7 'C' ratings

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