

# PRESCRIBED TEXTS FOR ENGLISH COURSES PROCEDURE

## Scope

This procedure applies to *English* (ENG315117) and *English Literature* (ENL315114) courses. Providers may wish to use this procedure to inform internal school practices and decision-making.

## Purpose

Tasmanian Assessment, Standards and Certification (TASC) manages the procedures associated with the compilation of text lists for study in specific Level 3 TASC accredited courses.

TASC acknowledges that Senior Secondary Provision within the Department for Education, Children and Young People has legislative responsibility for the development of curriculum including senior secondary courses and will work with them on the compilation of text lists.

TASC will ensure the requirements of quality assurance, transparency of process, accountability, and the community's expectations and standards for senior secondary education are met.

The procedures for compilation of text lists establish a common process for the constitution and operation of Text Advisory Panels, and for the establishment and use of timelines to ensure completion of lists and timely notification to providers and other key stakeholders.

This document acknowledges the range of meanings attached to the term 'text' across TASC courses and the differing roles, purposes, and uses for text lists within individual TASC courses.

TASC will make the final determination on whether a particular text (or texts) recommended by the advisory panels are included on prescribed lists.

## Definitions

### Overarching principles

- Upon accreditation of a course a text list will be determined and the initial list will remain in place for three years.
- A text will stay on a list for a minimum of three years (unless, in the experience of delivery, serious issues are raised regarding its suitability).

- Texts for newly accredited courses (not amended courses) could also comprise up to 25% of texts from the existing course.
- A text removed from a list will not be reinstated within a two-year period.
- No more than 50% of texts will be changed on a text list in any one year.
- There will be no overlap between texts prescribed for Level 3 English courses.

## Timelines

TASC will collect data from providers on usage of Prescribed Text Lists biannually and will provide it to Senior Secondary Provision upon Text List renewal.

Data analysis will establish the relevance of, and level of engagement with, texts on the Prescribed Text Lists.

The text list will be reviewed in the year prior to renewal (at the latest).

TASC (in collaboration with Senior Secondary Provision) will issue invitations for recommendations regarding changes to the text lists. See Appendix A: Text List Nomination and Recommendation Procedures.

Recommendations will:

- Follow the processes noted in Appendix A: Text List Nomination and Recommendation Procedures.
- Address the criteria for text selection identified in Appendix B: Study Specific Criteria and Guidelines.
- Comprise a response by a provider/campus (rather than an individual teacher).

TASC will issue External Assessment Specifications for *English* Level 3 and *English Literature* Level 3. Teachers will be made aware of External Assessment requirements by TASC.

## Principles underpinning selection of texts

Text advice for a Level 3 course must be consistent with any relevant published TASC policies and procedures.

The following curriculum principles will underpin text recommendations, as relevant to each specific course:

- Optimise curriculum connections and pathways.
- Support and promote democratic and community values.
- Balance challenge and expectation with the needs of the individual.

- Draw on traditional and contemporary examples, contexts and settings, problems and issues.
- Require higher order thinking, critical reflection, analysis and synthesis.
- Promote investigation of the beliefs, values and inquiry associated with the fields underpinning a study.
- Where relevant, adhere to Senior Secondary Australian Curriculum English and Literature text specifications.
- Where relevant adhere to TASC decisions regarding English and Literature courses content specifications.

The following **assessment principles** will underpin text recommendations.

Assessment tasks will enable:

- Demonstration of the achievement of an outcome or set of outcomes.
- Judgement and reporting of a level of achievement on a task or collection of tasks for internally assessed coursework or external assessments.

Assessment will be valid, fair and reasonable, equitable, balanced and efficient.

## Overarching guidance for Text Advisory Panels

The following guidance applies to text advice for individual studies and are designed to ensure that the final text list is consistent with the principles outlined above and the community's expectations and standards for senior secondary education.

### Enable the requirements of the study to be met

The purposes of prescribed texts are reflected in TASC courses. The prescribed texts enable the requirements of the course to be met.

### Reflect excellence

The recommended texts must reflect excellence in the qualities particular to that study; for example in form, genre, style, translation, theme, as appropriate to the individual study.

### Be of an appropriate level and standard

The texts recommended will allow teachers to build on and extend the knowledge and skills that learners have acquired, and to develop higher order thinking and skills. Texts will be comparable to national and international standards for senior secondary education and provide reasonable and manageable workloads for learners.

## Be accessible and widely available

Texts must provide the opportunity for all learners, regardless of their circumstances, to demonstrate the highest level of performance in their learning and assessments.

The recommended texts must enable the published assessment criteria to be met and provide access to attainment at the highest course levels. The translations and editions selected must be widely available and affordable.

## Provide choice

Within the requirements of a TASC course, the list as a whole will provide sufficient breadth to meet the needs of a wide range of learners. Recommended texts will draw on traditional and contemporary examples where appropriate and comply with Senior Secondary Australian Curriculum text selection specifications.

## Enable study of texts by or about Australians, and reflect Australia's engagement with Asia where relevant

Within the requirements of the study, the list as a whole will enable the study of texts by or about Australians including Aboriginal and Torres Strait Islander peoples, and the study of texts that reflect Australia's engagement with Asia.

## Meet authentication and duplication requirements

TASC specifications for TCE studies require that duplication of content and student learning does not occur. Learners must not be able to receive credit for achieving a particular outcome or submit work for assessment in more than one TCE course of study. Recommended texts must not allow duplication of learning in another TCE course of study.

## Meet community standards

In exercising responsibility for student learning through selected texts, each text recommended by the panel must meet the community's expectations, in particular with respect to offensive language, and sexually explicit or gratuitously violent content.

## Be, on balance, affirming and inclusive

The text list must represent affirming perspectives, be non-discriminatory and inclusive.

## Stakeholder consultation

TASC seeks feedback from schools on the current text lists via a survey about each list sent to the TASC Liaison Officer in each school for English faculty leaders and their staff to complete. We request only one submission per survey per school.

# Procedures for Text Advisory Panels

## Establishing a Text Advisory Panel

- TASC and Senior Secondary Provision establishes two Text Advisory Panels to oversee the review and refreshment of the two current text lists. Panel members will be drawn from:
  - the three schooling sectors (Independent Schools Tasmania, Catholic Education Tasmania, the Department for Education, Children and Young People)
  - other key stakeholder groups, such as the English Teachers Association of Tasmania, UTAS, State Library of Tasmania and Aboriginal communities
  - Senior Secondary Provision and TASC.
- The Text Advisory Panel will meet between February and June each year.
- TASC will be represented by the Deputy Director or a nominee.
- Senior Secondary Provision will be represented by the Director or a nominee.
- Text Advisory Panels must have at least five members with representatives from each of the three education sectors (independent of Senior Secondary Provision or TASC).
- Representatives will be selected biannually or as required.
- Selection of panel members will be undertaken by Senior Secondary Provision using the following selection criteria:
  - knowledge of the relevant TASC course and the role of text within the study
  - expertise and experience in teaching and assessing the course
  - willingness to perform the functions required until the completion of the advisory process
  - understanding of the need to work confidentially.
- Panel members will not seek to personally profit as a result of the selection and future use of any particular text.
- Individual members will be chosen according to the above criteria and having regard for the need for balanced representation.
- Where required, Senior Secondary Provision will short-list applicants.
- The relevant Senior Secondary Provision Education Lead - Curriculum will chair the panel.



- The chairperson and members of the Text Advisory Panel must ensure they are familiar with the details of the currently accredited TASC course, and in particular, with the role of text within it.
- Updated Text Lists will be published by TASC by the end of June each year.

## Meeting procedures

- Prior to the Text Advisory Panel meeting, teachers will be provided with an opportunity to submit texts for consideration by the panel. (See Appendix A).
- The Text Advisory Panels will meet at a time and location determined by Senior Secondary Provision and agreed to by panel members.
- Senior Secondary Provision will chair and manage the Text Advisory Panel, communicating via email agendas and minutes / summaries of panel decisions.
- To assist in deliberation, the panel may request some formal evaluation of current text lists and will seek to reach consensus about proposed confirmation, additions, or amendments. Where there is disagreement within the panel and consensus cannot be reached, that concern will be noted in writing by the panel chair.
- The Text Advisory Panel will produce a formal record of the final meeting in which the final list of prescribed texts is recommended for approval.
- The proposed final text list will be referred to the TASC Deputy Director for final approval.
- The work of the Text Advisory Panel will be completed so as to enable timely notification of prescribed texts to providers. Lists will be published on the relevant TASC web page.

## Nomination and recommendation procedures

Details provided in Appendix A.

## Criteria and guidelines for text selection

Course specific criteria and guidelines for text selection are provided in Appendix B.

## Advice to schools and other providers

The relevant TCE Course Prescribed and Suggested Text Lists provide advice to schools and other providers about text selection.

- Texts selected for study will be selected by schools from the prescribed lists published on the TASC website.

- Each text list is accompanied by a note to providers regarding the selection of texts in line with the values and sensitivities of the school community.

## Roles and Responsibilities

Entity	Responsibilities
TASC	<p>The Deputy Director, TASC (or nominee):</p> <ul style="list-style-type: none"> <li>• Collates data from providers on usage of Prescribed Text Lists.</li> <li>• Issues invitations for text list recommendations.</li> <li>• Makes determinations regarding approval of texts lists</li> <li>• Publishes decisions in a timely manner and in accordance with these procedures.</li> </ul>
Senior Secondary Provision	<p>The Director, Senior Secondary Provision (or nominee):</p> <ul style="list-style-type: none"> <li>• Adheres to the requirements outlined in this procedure.</li> <li>• Establishes relevant Text Advisory Panels in accordance with the procedures.</li> <li>• Chairs Text Advisory Panel meetings.</li> <li>• Makes recommendations consistent with the curriculum and assessment principles and the guidance provided within the document.</li> <li>• Is familiar with the details of the relevant course(s).</li> <li>• Records final decisions and actions from the meeting(s).</li> </ul>

## Appendix A

### Text list nomination and recommendation procedures

The following procedures apply to the nomination of texts by external stakeholders and the recommendation of texts by Text Advisory Panels.

Nominations of texts for study will be called for in Term 4 by TASC through TRACS and [TASC Updates](#). Advanced notice will be given to providers.

Providers will have the opportunity to recommend titles considered worthy of study in any text category in which there is a vacancy, such as: novels; collections of short stories; poetry/songs; plays; multimodal texts (including films); and non-fiction texts. TASC will issue invitations for suggestions/comment on text lists with an accompanying form for provider recommendations. All providers will be invited to make qualified recommendations for text inclusion (new), retention (on the current list) and deletion (from the current list) for the purpose of formulating an initial list of texts.

An initial list of recommended texts will be developed.

Recommendations will:

- Address the criteria for text selection identified in Appendix B.
- Include a rationale as to the merit of the text explaining how/and or why the text is suitable for the course and the needs of the learners.
- Comprise a response by a provider/campus (rather than an individual teacher).
- Be completed, signed and submitted using the appropriate form.

Note:

1. Recommended texts must have been read by the provider.
2. Generally, texts will not be on the text list for longer than four consecutive years. Retaining current texts after a four-year period must be accompanied by a rationale that addresses the:
  - needs of learners
  - nature/scope/philosophy of the course and its assessment procedures
  - merit of the text under consideration by the advisory group.

At the close of nominations, Senior Secondary Provision will make the full list of nominated texts available to the Text Advisory Panel.

The list of nominated texts will also be sent to all providers who teach the relevant course, and they will be invited to provide feedback.

In consideration of this feedback the Text Advisory Panel will develop a short list of prescribed texts.

Appropriate texts will be reviewed and discussed by panel members against the criteria and in accordance with the Principles Underpinning Selection of Texts for TASC Text Lists outlined in this procedure.

Each panel member will have an opportunity to express their view on the text. Discussions and recommendations will be minuted.

For each text that the panel recommends to the TASC Deputy Director for inclusion on the text list, a summary of comments against the criteria and guidelines will be submitted.



# Appendix B

## Study specific criteria and guidelines

### Criteria for text selection

Each text selected will:

- Have literary merit and be worthy of close study.
- Be an excellent example of form and genre.
- Sustain intensive study, raising interesting issues and providing challenging ideas.
- Be appropriate and inclusive for students.
- Be appropriate for the age and development of students and, in that context, reflect current community standards and expectations.
- Adhere to Senior Secondary Australian Curriculum English and Literature text specifications
- Where relevant adhere to *English Level 3*, and *English Literature Level 3* course content.

The text list as a whole will:

- Be suitable for a wide range of students, including second language students.
- Reflect the cultural diversity of the Tasmanian community.
- Include a balance of new and established works.
- Include texts that display affirming perspectives.
- Include texts by or about Australians, including Aboriginal and Torres Strait Islander peoples.
- Reflect engagement with Asia.

## Version control

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