



ENGLISH

TEACHING AND LEARNING SUPPLEMENT

Teaching and Learning Supplement

ENGLISH (ENG315117)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This English level 3 Teaching and Learning Supplement must be read in conjunction with the English ENG315117 level 3 course document and relevant External Assessment Specifications and Examination Guidelines.

It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

English ENG315117 level 3 is a study of contemporary language, literacy, media and literature. It is designed to develop learners' analytical, creative, critical thinking and communication skills in all language modes. English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills.

COURSE CONTENT

Section	Module	Unit Title	Indicative Times
Section A: Comparative Texts	Module 1	Genre Study	45 hrs
	Module 2	Adaptation Study	40 hrs
Section B: Perspectives	Module 3	Close Text Study	30 hrs
	Module 4	Negotiated Study	35 hrs

Learners undertake all studies from Section A and Section B.

The course has TWO Sections:

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

Each Section contains TWO Modules:

Section A: Comparative Texts

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

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

Section B: Perspectives

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

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

TEACHING AND LEARNING

Module 1

Genre Study

This module focuses on exploring the themes, attitudes and values represented in a number of shorter texts, in different genres and modes that share the same cultural context.

Key English Concepts:

- Genre
- Context
- Figurative language
- Representation

Elaborations of these concepts are located in the second part of this document to assist teachers in developing relevant learning programs and support student understanding.

Examples of learning activities

Learners:

create a recipe to explore and discuss genre, expectations conventions and possible variations of narrative non-fiction

create a genre map to show how a genre may have changed over time: genre, typical setting characters, language, common plot elements

re-sequence jumbled sentences which summarise the study text to demonstrate understanding of the timeline of events in the narrative

in groups, identify the ways the text appears to conform to or depart from the genre to which it might be said to belong; for example did the text conform to narrative non-fiction conventions or is it representative of a subgenre e.g. creative non-fiction: a memoir, literary journalism?

choose a passage and focus on the verbs, identifying how they affect plot and character?

create a *wordcloud* using (www.wordle.net) to represent metalanguage used in the text

compare the treatment of an idea or theme in study text and then in groups create a storyboard of an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

select several quotations from the set text which have a common theme; write a paragraph about the treatment of the theme making reference to the quotations; edit the work until the quotations are fluently integrated into the writing

challenge or manipulate the representation of gender stereotypes in a text by creating a storyboard of an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

tailor and design a podcast for class audience critically discussing and comparing how the study texts appear to reflect or challenge popular beliefs and values analyse study texts and identify:

- the view expressed in the text
- the evidence from the text that supports their claim
- the ways in which the text invites them to make meaning as readers

- differences between the position that the text invites them to adopt and the position that they actually do take; record their discussions in groups and individually write an analysis of one or more of the texts discussed

identify the cultural values and contextual features implicit in a set text; discuss the values the text would be likely to reflect if written in a different time or cultural context

write a number of assertions about characters, events and views in a set text on separate sheets of paper; in small groups respond to the assertions in one or more of the following ways:

- provide evidence from the text to support the assertion
- provide evidence from the text to contradict the assertion
- analyse the view or value of the author revealed by the aspect of the text referred to in the assertion;
- each group takes one assertion and synthesises the responses in an oral or written report; as part of their report, groups analyse how different interpretations of the text have been formed; groups are given a glossary of metalanguage to use when preparing the report

participate in a Fishbowl debate: in groups of three (with assigned roles) evaluate how effectively each text conveyed a particular theme, attitude or value; for example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle makes notes and decides which side is the most convincing and provides an argument for his or her choice; summarise discussions and report to class.

Module 2

Adaptation Study

This module focuses on exploring, analysing and evaluating the intertextual relationships between two texts constructed in different modes.

Key Concepts:

- **Intertextuality**
- **Adaptation and Transformation**

Elaborations of these concepts are located in the second part of this document to assist teachers in developing relevant learning programs and support student understanding.

Examples of learning activities

Learners:

use a visual organiser to:

- analyse the ways different texts represent similar themes, attitudes and values in different ways
- analyse the ways in which the elements of text such as style or narration or stage direction carry the meanings of the text
- identify how selection, emphasis and omission of aspects of a text, such as assigning dialogue to a different character, altering the sequence of scenes, conflating scenes, and so on, convey attitudes and views and invite a different interpretation
- examine the representation of a central character in both texts and explain the ways in which meaning has changed in the adaptation process

design an advertisement that draws on literary intertextual links or allusions to promote their product or service

map text structure, commenting on how this contributes to the way it is interpreted e.g. novel to film

explain how the conventions of genres have been manipulated or subverted

rewrite an extract from a study text using a variety of modal words to create shades of meaning

read texts and make notes about how the genre of the text influences the reading

choose a key scene in study text 1 and scrutinise how the description, narration and represented thoughts are transcribed into speech, actions, sounds and visual images in the corresponding scene in study text 2

compare study text 2 with the leading textual elements of study text 1 focusing on what has been:

- retained
- transformed
- deleted
- supplemented
- invented
- and identifying why

critically appraise how the conventions of each adaptation intertext have been used to influence audience response

choose a key scene in the study text that resonates with them and turn this into a script and storyboard

select a short scene from a prescribed screen text and 'novelise' it, turning it into prose. As they work on this they might appreciate that cinematic elements such as camera angles, editing, colour, design, costume, acting, setting, art direction and diegetic and non-diegetic sound are difficult to translate into prose when they work so effortlessly together in a film sequence.

create a hybrid text (composite texts which are produced by mixing elements from different sources or genres)

create a blog or news article about an event in the story to appeal to a different audience

create a new text by:

- blending elements of two or more texts; a video mashup is a digital text that combines footage or sound from more than one film to create something new e.g. create a trailer in which the footage is reordered or changed and creates a parody of the original version.
- exploring the effects of altering the age, gender, social class or ethnicity of a character or characters
- rewriting an event or events to open up the perspective of a marginalised character
- switching the genre of the narrative, by rewriting a section as a different genre or text type
- creating a resistant or alternative reading of the original text
- creating a trailer for a prequel or sequel
- create a 5 minute documentary
- create a music video

- create a video biography for a specific character

Module 3

Close Text Study

This module focuses on exploring and developing an appreciation of the complex and dynamic nature of discovery through detailed critical analysis of ONE prescribed text type: drama, film or multimedia.

Key Concepts:

- Interpretation
- Point of view
- Perspective
- Close analysis

Elaborations of these concepts are located in the second part of this document to assist teachers in developing relevant learning programs and support student understanding.

Examples of learning activities

Learners:

develop skills in text interpretation through Think-aloud strategy: where the teacher uses provides a commentary as a passage is read, modelling how an expert reader constructs meaning from the text, e.g. visualising questioning, predicting, recognising tip-offs that something may be important to understanding the text, making inferences about the text's meaning based on their own experiences and other texts they have read

analyse opening scenes in terms of how they create mood, character and expectations and the ways in they may be seen to foreshadow the attitudes and views of a text

grammatical and lexical cohesion: learners map the cohesive devices used in their own writing and the writing of others to show which words connect to specific ideas

construct a table that illustrates the different points of view of characters on the theme of power; have a panel discussion in which students take on the role of different characters and explain their different views

prepare a web page presenting several viewpoints about a text and offer commentary on these views

differing voices in poetry; one person starts reading the poem(must say at least five words) and is interrupted by another person and so on

examine the narrative point of view in study text; discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view

write a report which reflects the differing views of the class and select one (other than their own) to account for and discuss the assumptions upon which it is based

select a key scene in the text where most characters are involved; working in small groups, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene

conduct a web search on the text; and locate a range of different responses to it; analyse these different responses, analyse the assumptions made and values expressed and make a list of reasons for the different perspectives presented

construct an alternative ending or a scene from an alternative point of view, e.g.
write a short scene from the viewpoint of a character other than the narrator

develop a word bank to describe how language works in the study texts:

- describing what the composer is doing and the effect e.g. creates, explores, challenges
- describing the composers techniques and strategies e.g. symbolism, sound, mood,
- describing character e.g. powerful, devoted, manipulative

choose two-three scenes from text which enable discussion of significant aspects of the text, the text as a whole and possible connections across the scenes;

- explain and justify choices to group members, writing a short explanation to substantiate this point of view.
- explain/describe/annotate; the key features, the linking ideas they would use and how these scenes connect to the text as a whole.
- describe how a particular idea is explored or developed in the set of scenes.
- describe how the situation, authorial view and tone, mood, character portrayal, changes from one scene to another.

Module 4 Negotiated Study

This module focuses on exploring and evaluating different perspectives, assumptions and ideas about a nominated concept through a comparison of texts.

Key Concepts:

- Power
- Gender
- Sustainability
- Perspective

Elaborations of these concepts are located in the second part of this document to assist teachers in developing relevant learning programs and support student understanding.

Examples of learning activities

Learners:

generate a list of ideas and initial thoughts about power:

- sort ideas according to how important or unimportant they are
- connect ideas by drawing connecting lines between ideas that have something in common
- elaborate on any of the ideas by adding new ideas that expand, extend initial feedback

use a graphic organizer to connect text evidence to the theme

examine the use of verbs, adjectives, adverbs in a particular passage; how do these language features create tone?

analyse a media text and identify the use of abstract nouns and nominalisation to refer to ideas, theories and feelings

read a short text in groups of four, question the text using the four resources model:

- Text participant – facilitates discussion and connects text to self
- Text analyst – inferring meaning–stereotypes, symbols,
- Codebreaker – vocabulary, nuances – connotations, patterns
- Text user – purpose, audience, language choices

find sentences with correlating words or phrases from each text and explain how they develop conflicting perspectives

participate in a Socratic circles discussion about the text (learners sitting on outer circle make notes on ideas discussed by the group sitting in the inner circle. Specific details regarding this strategy can be accessed at <https://www.nwabr.org/sites/default/files/SocSem.pdf>

participate in an online discussion by selecting a short passage from the set text in which the values of the author are revealed

identify how selection, emphasis and omission of aspects of a text, such as assigning dialogue to a different character, altering the sequence of scenes, conflating scenes and so on, conveys attitudes and views and invite a different interpretation

identify the similarities between the texts in terms of the language used and the theme presented

discuss early impressions of the features chosen as the basis for comparison, such as the elements of or the generic features of narrative and expository texts, or the stylistic qualities and preoccupations of an author, or the ways in which texts represent the same or similar experiences

make notes on observable literary and contextual parallels, similarities, linkages and differences between the texts

identify key points of comparison/contrast amongst texts studied, read and debate others' interpretations of the texts

examine and experiment with the following devices:

- cohesive devices – linking words and conjunctions
- ellipsis – the omission of a word or words that are understood by the reader from the context of the sentence. Using ellipsis enhances coherence and avoids repetition.
- the use of nominalisation (a verb or adjective changed into a noun) provides a formal, objective tone.
- modality enables strength of opinion and gives a sense of certainty, confidence and clarity to an argument e.g. minor, moderately definitely, generally.
- synonyms are used to avoid repetitious writing.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

The organization of content for module develops learners understanding of key English concepts. To further teachers develop relevant learning programs and support student understanding, teachers may find the following textual concept descriptors useful.

MODULE I

Genre

When exploring genre learners understand that:

- each genre has its own particular set of codes and conventions that shape meaning and influence the way it is responded to
- composers usually construct their texts within particular genre conventions and linguistic choices which assist the reader/viewer in knowing what to expect when engaging with texts
- texts composed in a specific genre usually have similar features; language, structure, style, content and intended audience
- a genre may be used to represent, sustain or challenge particular viewpoints and ideas, attitudes and values
- audiences have expectations of particular genres, which may or may not be met
- texts conform to, or challenge, manipulate or subvert conventions of particular genres or modes
- genre conventions are not fixed and adapt to different cultures and times.

Context

When exploring context learners understand that:

- context (cultural, social, historical and ideological) affects how texts are composed and shape meaning
- readers/viewers have their own contexts that influence how they read and understand a text
- the context of the reader/viewer can be different from the context in which the text was composed and received
- context and settings are linked and convey ideas, values and attitudes
- texts are influenced by other texts and contexts
- context shapes the language choices, forms and features of texts.

Figurative language

When exploring figurative language students understand that:

- attention to verbal, aural and visual figures can give rise to subtle and complex meanings
- language features are vital to achieving the text's purpose and are used for particular effects
- the effects of language depends on the responder's knowledge, ideas and experiences
- figurative language has an aesthetic and ideological function in a text
- the use of figurative language heightens mood and emotion and works to shape the way a reader thinks and responds to a text
- there are small, subtle differences in meaning between similar words or phrases.

Representation

When exploring representation students understand that:

- representations are versions of reality, they do not reflect or emulate real life, but are deliberate constructions or textual choices by the composer
- constructions and choices are shaped by the ideas, attitudes, values and beliefs of the composer and the reader
- textual representations are re-presented versions of people, concepts, places and objects
- and are presented both explicitly and implicitly in texts
- textual representations can be composed through words, phrases, descriptions, visual images, sounds or gestures
- representation can reinforce or challenge existing values and ways of thinking or may attempt to reshape or augment them

- omission helps to shape cultural representation.

Module 2

Adaptation and Transformation

When exploring adaptation and transformation students understand that:

- meaning changes when a text is given a different text type/genre or medium
- because adaptation changes the text type it also changes text content
- transformation involves the ways in which the text type can be changed and the audience experiences the text e.g. performance of a play, reading of poetry

Intertextuality

When exploring intertextuality students understand that:

- meaning making relies strongly on intertextuality
- intertextuality is dependent on cultural knowledge
- intertextuality works in different ways through:
 - shared sets of attitudes values and beliefs
 - genre because texts follow specific recognizable conventions
 - allusion or reference (direct or implied) to previous texts
 - allusion is used to enrich and extend meaning
- composers draw on and refer to other texts for a range of purposes which can be respectful of earlier texts or disrespectful e.g. parody, pastiche, appropriation
- intertextuality can be used to produce resistant readings
- intertextuality can embed certain sets of attitudes, beliefs and values that can be sustain and perpetuate specific versions of identity(e.g. gendered, racial, socio economic)

Module 3

Perspective

When exploring perspective students understand that:

- perspective refers to the way a reader/viewer is invited to read a text and/or how a particular ideology and way of thinking is embedded in a text.
- 'Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. The lens can clarify, magnify, distort or blur what we see.
- By changing the position of the lens, different aspects of the text may be foregrounded. In this way, perspective provides a dynamic basis for the relationship between composer, text and responder.
- Perspective includes the values that the responder and composer bring to a text. In a text these values are expressed and/or implied through the composer's language and structure which may position the responder to accept them.
- by adopting different perspectives, a responder can bring to light underlying values in the text and construct meanings which may challenge, confirm or modify the original reading of a text.
- by applying different perspectives may also challenge, confirm or modify the responder's own values.' NSW Department of Education Textual Concepts
- texts can be composed from more than one perspective
- texts can be read from different reading positions (invited, resistant and alternative and theoretical points of view: e.g. feminist, Marxist readings and postmodern criticism).

The invited reading of a text can be shaped by:

- narrative structure and organisation of the plot,
- narrative point of view,
- selection of mode, medium and genre
- the construction of characters and settings through the use of stylistic devices
- authorial attitude to the subject matter e.g. irony
- style of writing or composition
- selection and effect of specific language features
- selection of subject matter e.g. foregrounding, silencing, marginalising of characters groups or events and privileging some attitudes, values and beliefs over others
- the choice of narrator and use of focalisation promotes or endorses, values and attitudes represented in the text
- the sociocultural context and historical context in which the text was created.

Interpretation

When exploring interpretation students understand that:

- to interpret a text is to provide an explanation of what it means
- an interpretation brings together text elements to present an overall understanding of the text
- an interpretation must be coherent and supported by detailed analysis, justification and textual evidence
- there can be a range of different interpretations of texts and not every interpretation is valid as texts can be misread
- agreed views about a text's meaning can be challenged by questioning values and assumptions or reading the text from a particular perspective
- different readings of texts result through different personal responses
- texts can be read from different social reading positions- invited, resistant and alternative.

Point of view

When exploring point of view students understand that:

- point of view in text is the position from which the subject matter of a text is designed to be perceived
- no point of view or interpretation of a text is definitive
- the point of view can create an emotional response
- point of view controls the meaning of a text and may be resisted
- narrators may be omniscient, limited, deceptive, masking the ideology of the text
- there may be multiple narrators offering different points of view.

Close analysis

When exploring close analysis students understand that:

- It is important to focus on the context presented by the text not the context outside the text
- Different features of texts such as characterisation, tone and style are interconnected to each other and the text's meaning
- Key scenes or passages have particular importance to the overall meaning of a text
- Effects and nuances of language use are a key feature of close analysis.

Module 4

Power

When exploring the concept of power students understand that:

There can be different objects of power, for example: people, relationships, societies, places, events and ideas.

The meaning/s of power can be:

- an ability, capacity, quality, authority, choice, right and force
- resource based
- something that is perceived, desired, referent, recognized, legitimized, held, sought, given, delegated, earned, attained, manipulated, corrupted, lost, coerced, restored, produced and supplied
- created in relationships, through social interaction and states of mind
- a positive experience or a negative experience
- meaningful in emotional, creative, intellectual, physical or spiritual ways.

The experience of and attitudes towards power can be shaped by: personal, cultural, historical and social context (and values)

In exploring the meaning or meanings of a text about power, it is important to consider:

- the context of the composer and how this might influence ideas about power and how they are represented
- the contexts of responders and how these might influence different responses to and interpretations of power in a text.
- Power can:
 - enable, change, expand, disable and corrupt
 - offer new understandings and renewed perceptions of ourselves and others
 - transform the lives of individuals or society in general.

Composers shape their representations of power by their choice of language, modes, genres, features and structures.

Gender

When exploring the concept of gender students understand that:

- The word gender is used in different ways in English
- Gender is associated with people of different biological sexes, however it is also associated with ideas of learning, socialisation, social construction and representation
- Sex and gender must be distinguished: sex is biological and gender is socially constructed and consists of ideas about masculinity, femininity and intersexuality and how they are applied to people based on their designated sex assignment.
- Gender traits refer to behaviours and treatment that particular cultures associate with a person's sex.
- Masculine and feminine traits are not oppositional.
- Masculine and feminine traits can be construed hierarchically.
- Gender roles are determined culturally and shaped by society, as such they vary across differing ethnicities.
- Gender roles are a set of societal norms which dictate types of behaviour generally considered appropriate for people based on their actual or perceived sex or sexuality.
- Gender roles are learned.

Mechanisms such as the media create meanings about gender and influences the way it is understood.

- Gender roles that have been passed down traditionally can influence stereotypes about gender

- Gender stereotypes are based on personality traits, domestic behaviours, occupations and physical appearance.
- Gender stereotypes can result in inequality.
- Gender stereotypes can be supported implicitly: implicit stereotypes are the unconscious influence of attitudes towards gender that may be unconsciously held.
- Transgender is independent of sexual orientation and is the state of one's gender identity not matching one's assigned sex.
- The experience of and attitudes towards a person's gender can be shaped by: personal, cultural, historical and social context (and values)

In exploring the meaning or meanings of a text about gender, it is important to consider:

- the context of the composer and how this might influence ideas about gender and how they are represented
- the contexts of responders and how these might influence different responses to and interpretations of gender in a text.

Composers shape their representations of gender by their choice of language, modes, genres, features and structures.

Justice

When exploring the concept of justice students understand that:

The concept of justice refers to behaviour or treatment and relates to the quality of being fair and reasonable.

Justice is a central part of ethical decision making

There are differing types of justice

- moral justice
- legal justice
- social justice
- divine justice
- natural justice
- distributive justice
- procedural justice
- restorative justice
- retributive/corrective justice
- compensatory justice

Principles of justice

The most fundamental principle of justice is that equals should be treated equally and unequals unequally.

People hold differing opinions regarding the phases of justice

Conception of justice:

- What is justice?
- What is fair for everyone?
- Is a view of justice accepted?
- Are injustices acknowledged?
- What are the criteria for giving people different treatment?
- Is difference in treatment justified?
- When can the principle of justice be overridden?

Process of justice

- Do people have the same idea about how justice should be carried out?
- Is the process for carrying out justice legal?
- Is it right to go beyond what is legal to carry out justice?
- Does the process for carrying out justice have unjust consequences?

Resolution for justice

- Are injustices resolved at the end of the text?
- Are they resolved in a way that is fair?
- Is the resolution realistic?
- If there are punishments - are they fair?
- As an audience, do we think something in the text was 'right' that we wouldn't necessarily think is the 'right' thing to do in real life?

In exploring the meaning or meanings of a text about justice, it is important to consider:

- the context of the composer and how this might influence ideas about justice and how they are represented
- the contexts of responders and how these might influence different responses to and interpretations of justice in a text.

Composers shape their representations of justice by their choice of language, modes, genres, features and structures.

Sustainability

When exploring the concept of sustainability students understand that:

- Sustainability addresses the ongoing capacity of Earth to maintain all life.
- Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs.
- Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.
- Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

There are three key concepts relating to sustainability: systems, world views and futures

Systems

- The biosphere is a dynamic system providing conditions that sustain life on Earth.
- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

World views

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures

- The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

The theme of sustainability in the context of the study of Senior Secondary Australian Curriculum English enables students to:

- Develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures.
- Develop and share knowledge about social, economic and ecological systems and world views that promote social justice.
- Develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Work requirements

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units and are scaffolded in terms of depth and word limit to allow for the development of the learners understanding. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program.

The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

RESOURCES

Online support materials are provided for each subject and updated regularly on the Years 11 and 12 Curriculum website <http://11and12.education.tas.gov.au/>

Examples of support materials are sample scope and sequence documents, annotated assessment samples, annotated student responses, annotations of prescribed texts and recommended resource materials.

REFERENCES

Palmer,P, Perkins, D, Richart, R, and Tishman, S., 2014 Visible Thinking President and Fellows of Harvard College, Harvard Graduate School of Education accessed at

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html

Victorian Certificate of Education Study Design English and English as an Additional Language



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