



# English Inquiry

ENT215123

## Course Implementation Guide

 Transdisciplinary Projects

 ENGLISH



Catholic  
Education  
Tasmania

independent  
schools  
tasmania

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# Course Implementation Guide

## English Inquiry (ENT215123)

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### About this document

This [course implementation guide](#) supports the [course document](#)<sup>1</sup>. It supports teachers to create active and engaging learning experiences.

The course document on the Office of Tasmanian Assessment, Standards and Certification's website must be used when planning, delivering and assessing this course.

The Department for Education, Children and Young People's [A Pedagogical Framework](#)<sup>2</sup> has informed this resource.

### Focus area support

This is a Transdisciplinary Projects course.

- In the context of the English Inquiry suite of courses, the term discipline is used to describe a recognised field of study or body of knowledge in a well-planned structure. Disciplines are defined by specialist knowledge, theories, concepts, methodology and terminology. For the purposes of this document, transdisciplinary is used to describe an approach to teaching and learning which enables learners to use learning or ways of working from multiple disciplines to explore a relevant concept, issue, or problem. It integrates the perspectives of a range of disciplines, resulting in a new and deeper understanding of the concept, issue or problem.
- *English Inquiry* Level 2 is designed for learners who wish to consolidate and develop their knowledge, skills and understanding of English, by making purposeful connections with transdisciplinary texts from English as the primary discipline and a range of other disciplines. The course offers learners opportunities for agency, and to enjoy language and be empowered as competent, confident and engaged users of English for a variety of purposes through inquiry-based learning. Learners develop their language, literacy, and literary skills through transdisciplinary study of English, providing them with the skills to succeed in a wide range of post-secondary pathways.

Through engaging with a range of short, contemporary transdisciplinary texts learners will learn about:

- how language works to communicate meaning
- language that persuades
- representations of national or local issues.

Learners will do this by:

- responding to a range of transdisciplinary texts
- creating texts for different purposes, contexts and audiences
- investigating a national or local issue of interest through an individual negotiated study.

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<sup>1</sup> A 'course document' refers to accredited course information on the [TASC website](#).

<sup>2</sup> [https://documentcentre.education.tas.gov.au/\\_layouts/15/DocIdRedir.aspx?ID=TA SED-1629159896-383](https://documentcentre.education.tas.gov.au/_layouts/15/DocIdRedir.aspx?ID=TA SED-1629159896-383)

# Localisation and customisation

## Localisation:

For providers with low numbers:

- Learners, within the constraints of what is possible on individual sites, will need to be supported through personalised and differentiated teaching and learning programs.
- The key knowledge and skills are consistent in each module of the course, allowing for consolidation to improve learners' standards of literacy.
- By exploring, visiting and revising the content from Modules 1 and 2 in Module 3 the teaching of each module aims to extend and consolidate what learners have learned, to fill in the gaps, to build on what learners know and understand already.
- Teachers can provide opportunities for learners to share work with other learners in other classes or online
- Teachers can use their Communities of Practice to connect to similar schools or contexts and connect similar learners online
- All providers should have access to appropriate texts wherever they are situated.

For providers in isolated areas:

- Use online opportunities to engage and connect with other learners in other classes
- Use the resources available to providers and emphasise depth of engagement over breadth of content.

For providers delivering content remotely:

- This course would need local support for learners to undertake their study. Learners will need support from a teacher to undertake this course.
- Use a learning management system or online platform to coordinate learning materials and evidence of learning.

For providers delivering multiple levels in a single class:

- Implementation of this course could occur alongside the *English Inquiry Level I* course.
  - » However, as the teaching and learning content is different teachers would need to assiduously develop separate scopes and sequences for both courses.
  - » In addition to this the ideas, issues, attitudes and values must be different across all modules and courses and the same texts cannot be used.

## Customisation:

Opportunities exist to customise learning and content throughout the course. For example:

- Each module focus is broad enabling providers to make connections that are possible within their context, considering the resources and expertise available.
- The use of multiple learning methods through inquiry-based learning with a small group of peers, independent work on certain skills or complex tasks, peer tutoring or one-on-one tutoring with a teacher.
- Differentiation within individual and group work expectations and assessment artefacts.

- Where appropriate and aligned to relevant policy the inquiry focus in each module may connect to local community projects, or engagement with the community inside and outside the classroom. Examples include surveys, interviews, listening to guest speakers and excursions.

## Course delivery advice

Module	Indicative Times
Module 1: Making meaning through responding and composing	50 hours
Module 2: How can transdisciplinary text types be vehicles for arguments?	50 hours
Module 3: Representations of issues in transdisciplinary texts	50 hours

### Inquiry based learning

The conceptual driver of English Inquiry courses is inquiry-based learning.

In the context of this course a broad range of inquiry-based learning approaches, processes and models may be applied: shared, personal or negotiated, integrated, action-driven or problem or issue based.

Providers will determine the duration of both the integrated or shared inquiry and personal/negotiated inquiry.

Learner agency is enabled through engagement in the inquiry process, as such providers must provide opportunity for learner voice and choice.

#### Shared inquiry

'In a shared inquiry the provider usually determines the focus and questions, and some aspects may be negotiated by the learners. The inquiry is characterised by shared experiences, i.e. the class undertakes similar tasks together. At some stages, small groups and individuals may work on different aspects.

A shared inquiry may or may not be integrated.

#### Personal or negotiated inquiry

Personal or negotiated inquiry involves learners planning and implementing an inquiry based on personal interests and their own individual questions. These inquiries may be conducted individually or as groups.

A negotiated inquiry within the context of an integrated or shared module inquiry occurs when learners (either as individuals or small groups) choose a question or aspect of the inquiry focus to investigate further.

#### Integrated inquiry

Integrated inquiry which has evolved from the concept of an integrated curriculum is based on the belief that learning is more powerful when content, processes and skills are developed in meaningful integrated contexts where learners construct their own learning. An integrated inquiry is not limited to shared experiences, they may be determined by the teacher and/or negotiated with learners.

#### Action-driven inquiry

Action-driven inquiry usually results from a perceived need, issue or call for action at a personal, class or community level.

## Problem or issue-based inquiry

Problem or issue-based inquiry is an authentic form of inquiry because it is based on real life and relevant issues or problems. Learners form questions, seek solutions and perspectives and then propose ideas related to a local, school or global issue' (Wilson, Jeni, and Lesley Wing Jan 2003).

## Learning processes

To effectively engage in inquiry-based learning the following learning processes will support knowledge acquisition. Each process provides an opportunity for the assessment as, of and for learning and assists in the **placement** of literacy strategies to support engagement with texts and responding and composing:

- 'understanding occurs when new information and ideas are incorporated into a learner's existing knowledge framework.
- engaging personally occurs when learners experience interest, pleasure and personal significance in texts and the ways they are constructed.
- connecting occurs when learners make personal connections with texts and between texts.
- engaging critically occurs when learners make judgements about texts and the ways they are constructed through basic analysis.
- experimenting occurs when learners apply knowledge and skills creatively and critically to develop deep understanding: experimenting with language, form, mode and medium to express ideas and opinions.
- reflecting occurs when learners think about what they have learned, how they have learned, what they feel about the learning. They draw conclusions about their own learning processes and the value of their learning' (English Conceptual Learning 2016).

## Teaching and learning

### Module I: Making meaning through responding and composing

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
6. examine how the structure and language of transdisciplinary texts varies in different modes, media and contexts.

### Module I: Teaching strategies

Module I uses an inquiry approach to enable learners to ask inquiry or driving questions. The driving question provides the purpose of the inquiry for learners and teachers. It also sets the context and needs to have sufficient depth to link closely to the course content. It enables learners to conceptualise, hypothesise and predict. The driving question should be clear, provocative, open-ended, challenging and linked to the core of what teachers want learners to learn.

Possible inquiry questions relating to module I include:

- How do recreational and professional sports-related texts communicate meaning?
- How do differing work-related texts relevant to a particular occupation communicate meaning?
- How does dance communicate meaning?
- How do advertisements communicate meaning?
- What choices do authors make when communicating meaning?
- How can we use nonfiction to be better researchers?
- How do words shape response?
- How do photographs communicate meaning?

Teaching strategies which support inquiry-based learning:

- Module I establishes inquiry-based learning and high impact teaching strategies such as; explicit teaching, worked samples, collaborative learning and questioning
- ‘Explicit teaching: providing instruction within the context of inquiry-based learning, and to demonstrate concepts and build student knowledge and skills.
- Providing learners with worked examples to scaffold the acquisition of new knowledge and skills by presenting learners with a clear, step-by-step example.
- Facilitating collaborative learning through Socratic pedagogy and the use of technologies and resources such as discussion board, collaborate or discussion forums.
- Questioning and problem solving: engaging learners in dialogue, continuously extending their thinking and refining learners’ understanding (Department of Education and Training, 2017).

## Module I: Examples of learning activities

The following examples of learning activities are generic to enable agency for providers in determine the transdisciplinary connections made between English and other disciplines.

The why for learners

These activities describe how to help learners set goals and make connections.

- Brainstorm using appropriate mind map software such as [mindmup: https://www.mindmup.com/](https://www.mindmup.com/)
- ‘Data Chart: As a class or group, learners formulate focus questions about the topic or big understanding. These questions form the top row of the chart. Then complete the chart brainstorming information provided by learners.
- Imagine/Elaborate/Predict/Confirm (IEPC): Provide learners with a title of a text and/or topic and ask them to use a visualising strategy to imagine everything they can about it – encourage them to use their senses by imagining feelings, taste, smell, sight and surroundings. Record these in the ‘I’ column. In the ‘E’ column learners add more details such as prior experiences, details, anecdotes etc. In the ‘P’ column learners record their predictions about the text, including particular words and images that they might expect to appear in the text. After reading the text learners confirm their predictions and record how they are different in the ‘C’ column.’ (Newlearningonline.com, 2019)



## The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- 'P-O-E (Predicting, Observing, Explaining) is a strategy that enables learners to conduct investigative work and develop a summative conclusion of what they think is going to happen and why they think it will happen.
  - » P Predict: What do I think is going to happen?
  - » O Observe: What did I observe during the investigation?
  - » E Explain: Why do I think this happened?
- Juxtaposition: Juxtapose two texts to compare and contrast their content, structure and language features. Learners could also bring in their own texts to juxtapose with the class text or another student's text. Juxtapose primary and secondary sources, novel and dramatic versions, novel and film versions, authors, maths solutions, science experiments etc. The more unusual and unexpected the juxtaposition, the richer the discussion is likely to be.
- Summarising:
  - » Plan: Create a table of contents, or a heading/main points outline, or a site map for a website.
  - » Keywords: Underline the main words of phrases in the text.
  - » Main Ideas: Create an abstract, or one paragraph long summary of the text.
  - » Notes: Write out the main points being made by the text in the order in which they appear. Use headings and indents to make the overall structure of the text clear. Turn whole sections of the text into a word, a phrase or a short sentence. Or write a 'topic sentence' for every paragraph. Or, use these note taking methods when listening to a spoken text.
  - » Outline: Use outline mode in Word, PowerPoint or PDF or a folder structure on computer as to create a map or a sketch of the text.' (Newlearningonline.com, 2019)

## The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- Learners develop a class presentation, using a tool like Prezi, Sway, Google Slides or PowerPoint to create an exploration of the layers of meaning in a text.
- Critical Literacy and Multiliteracies: Discuss what's behind a text. How does the text work to position a reader. How does it emphasise the author/creator's choices (purpose)? What effects is it intended to have on audiences?

The following outlines possible suggestions for transdisciplinary connections which can be made with English in this module.

- English and Health and Physical Education: how do recreational and professional sports-related texts communicate meaning?
- English and Mixed Field: how do differing work-related texts relevant to a particular occupation communicate meaning?
- English and Humanities and Social Sciences: how do information texts communicate meaning?
- English and Sciences: how do scientific reports communicate meaning?

- English and The Arts: how does dance communicate meaning?
- English and The Arts: How does the relationship between music and lyrics help me understand my world?

## Module 1: Focus area guidance

### Engage and ideate

- Questioning
- Planning and predicting
- Harkness discussions – a roundtable discussion where everyone has an equal voice and learners take responsibility for the conversation
- Say something is a strategy which interrupts a learners reading/viewing/listening of a text enabling them to think, reflect and share thoughts with partners or small groups. The partner or groups then offers a response before continuing with the reading/viewing/listening of the text.
- This strategy supports comprehension of the text by breaking periodically in their reading to make a prediction, ask a question, clarify a confusion, comment on what’s happening, or connect what’s in the text to something they know.
- The process for say something is to work with a partner and decide who will “say something” first.
  - » To say something learners need to do one or more of the following:
    - Make a prediction
    - Ask a question
    - Clarify something they had misunderstood
    - Make a comment
    - Make a connection

If learners can’t do one of the five things, then they need to reread/view/listen to the text.

The following are “Say Something Starters”

Make a Prediction	Ask a Question	Clarify Something	Make a Comment	Make a Connection
<ul style="list-style-type: none"> <li>• I predict that...</li> <li>• I bet that...</li> <li>• I think that...</li> <li>• Since this happened (fill in detail) then I bet the next thing that is going to happen is...</li> <li>• Reading this part makes me think that this (fill in detail) is about to happen...</li> <li>• I wonder if...</li> </ul>	<ul style="list-style-type: none"> <li>• Why did...</li> <li>• What's this part about...</li> <li>• How is this (fill in detail) like this (fill in detail)...</li> <li>• What would happen if...</li> <li>• Why...</li> <li>• Who is...</li> <li>• What does this section (fill in detail) mean...</li> <li>• Do you think that...</li> <li>• I don't get this part here</li> </ul>	<ul style="list-style-type: none"> <li>• Oh, I get it...</li> <li>• Now I understand...</li> <li>• This makes sense now...</li> <li>• No, I think it means...</li> <li>• I agree with you. This means...</li> <li>• At first I thought (fill in detail), but now I think...</li> <li>• This part is really saying...</li> </ul>	<ul style="list-style-type: none"> <li>• This is good because...</li> <li>• This is hard because...</li> <li>• This is confusing because...</li> <li>• I like the part where...</li> <li>• I don't like this part because...</li> <li>• My favourite part so far is...</li> <li>• I think that...</li> </ul>	<ul style="list-style-type: none"> <li>• This part reminds me of...</li> <li>• This part is like...</li> <li>• This character is like (another character) because...</li> <li>• This is similar to...</li> <li>• The differences are...</li> <li>• I also (name something in the text that has also happened to you)...</li> <li>• I never (name something in the text that has never happened to you)...</li> <li>• This character makes me think of...</li> <li>• This setting reminds me of....</li> </ul>

### Connect and apply

Learners:

- Explore the ways individual interpretations of texts are influenced by learners' own knowledge, values and cultural assumptions.
- Identify and explain the links between the ideas and information presented in a range of different texts.
- Identify, compare and describe the connection between transdisciplinary texts with similar subject matter.
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources.
- Experiment with particular language features drawn from different types of transdisciplinary texts, including combinations of language and visual choices to create new texts.

### Exhibit and reflect

Learners:

- Reflect on and assess their own and others' learning against specific criteria, using reflection strategies, for example learning logs, blogs and discussions with teachers and peers.
- Recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts.
- Recognise the different processes required for responding and composing in a range of forms and media.
- Understand and value the differences between their own and others' ways of learning in English.

- Report, share and discuss their findings.

## Module 1: Recommended resources

- [Communities of Practice](#) may provide additional resources.

## Module 2: How can transdisciplinary text types be vehicles for arguments?

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
7. describe language choices and their effects on audiences in a variety of transdisciplinary texts.

## Module 2: Teaching strategies

In this module learners understand that the thrust and shape of argument is influenced by the contexts of composition and reception. They learn that:

- transdisciplinary texts offer an argument and that responses to these texts can be an expression of an argument
- argument is the logical development of a supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding
- rhetorical devices are chosen for their effect for particular audiences and purposes
- arguments, despite claims to objectivity, come from a particular perspective
- argument is a form of persuasion that has emotional and intellectual consequences
- argument can be read through the art of rhetoric
- argument is oral, verbal, written and visual.

Possible inquiry questions relating to module 2

- What is an argument?
- What makes an argument effective?
- How does an argument persuade?
- What is the structure of an argument?
- How can a visual, written, oral or tactile text make an argument?

## Module 2: Examples of learning activities

The following examples of learning activities are generic to enable agency for providers in determining the transdisciplinary connections made between English and other disciplines.

## The why for learners

These activities describe how to help learners set goals and make connections.

- 'Hot Potato' is an effective brainstorming strategy, ideal for generating lists of new ideas and data in a short period of time.
  - » Learners are placed in groups of 3-4 with each group being given a different sub-topic relating to a larger overall topic. For example, in a hot potato about natural disasters the sub-topics would be earthquakes, volcanoes, cyclones etc. One student acts as a scribe while the rest of the group brainstorms their responses. At a signal from the teacher the groups pass their pieces of paper to the table group on their left. Look at the new sub-topic, the group reads the responses from the previous table, generating and adding more ideas to the new piece of paper. This process is repeated up until each group has looked at each subtopic.' (Newlearningonline.com, 2019)

## The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- 'Placemat': This activity is designed to allow for each individual's thinking, perspective and voice to be heard, recognised and explored.
  - » Form participants into groups of four.
    - Allocate one piece of A3 or butcher's paper to each group.
    - Ask each group to draw the diagram on the paper.
    - The outer spaces are for each participant to write their thoughts about the topic.
    - Conduct a Round Robin so that each participant can share their views.
    - The circle in the middle of the paper is to note down (by the nominated scribe) the common points made by each participant.
    - Each group then reports the common points to the whole group.
    - A variation is to divide each section into three and include a PMI.
- Save the Last Word for Me: Assign a story, selection or passage to read. Learners locate five statements that they find interesting or would like to comment on – statements with which they agree or disagree, have heard of before, found interesting, contradict something they thought they knew or want to say something about. They could be statements that particularly surprised, excited or intrigued them.
  - » Distribute five post-it notes to each student, a card for each selected statement. Learners write one statement on the front side of the post-it note. On the reverse side, learners write comments/reflections about the statement which they are willing to share with their group.
  - » In groups of 3 or 4, learners share one of their five statements. The first student reads a statement to the group, locates it in a text but does not make any comment on it. Learners then discuss, make comments and give their reactions to the statement. When everyone has commented, the student then gets the 'last word' on the statement. The process is repeated with all group members.
- use a range of effective strategies for organising information, ideas and arguments, e.g. clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps' (Newlearningonline.com, 2019)

## The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- '321 RIQ This strategy assists learners to process new information.
  - » Before engaging with a text or experience learners complete a 321 RIQ.
  - » 3 Recalls: Learners recall 3 facts from a recently viewed text or experience.
  - » 2 Insights: Learners identify an insight into the text or experience considering relevance, implications, connections to others, society or school and correlations.
  - » 1 Question: Learners formulate a question about text or experience.
  - » Learners then present their 321 RIQ to a partner with that partner asking clarifying questions in order to gain a good understanding of the others points. It is also possible at this point to ask learners to share some insights with the whole class.
- Moot Court: Try a person or an organisation in a moot court.
  - » Case: ..... v. ....
    - The Plaintiff or Petitioner presents their opening argument. Make sure you cover: the facts, the law or rules and the application of the law or rules to your case.
    - The Plaintiff or Petitioner calls witnesses, and questions them in support of their case.
    - The Defendant or Respondent presents their rebuttal covering the facts, the law or rules and the application of the law or rules to this case.
    - The Defendant or Respondent cross-examines the Plaintiff or Petitioner's witnesses, and introduces new witnesses.
    - The Plaintiff or Petitioner cross-examines the Defendant or Respondent's witnesses.
    - The Defendant or Respondent presents their closing arguments.
    - The Plaintiff or Petitioner presents their closing arguments.
    - The Judges may seek clarification on certain points at any time. At the end of the case, they deliberate and present their decision. A jury may also make a decision on issues of fact, having been advised on the law or rules by the judge.
- 'Critique: A Writing Frame: Write an article, such as an 'opinion' piece for a newspaper, or a review for a journal. The frame for writing a critique may include the following elements:
  - » The field: what is the topic or issue being addressed?
  - » Proponent 1: What is their case? What is their perspective? What are their interests?
  - » Proponent 2: What is their case? What is their perspective? What are their interests? How is this different from the case put by proponent 1? (And the same for proponent 3 etc.)
  - » Truth assessment: which perspectives are likely to be closest to the truth? Consider:
    - » The facts: what is correct, misleadingly presented, incorrect?
    - » Logic: which arguments are clear, persuasive, flawed or poor?
    - » Perspective: how do the proponents' interests affect their case? Are they neutral, balanced or biased?
  - » The reviewer's perspective: what your own perspective? How does this affect your assessment?

(Newlearningonline.com, 2019)

The following outlines possible suggestions for transdisciplinary connections which can be made with English in this module:

- English and The Arts - Music:
  - » how do performances of songs and slam poetry present an argument?
- English and The Arts – Visual Arts:
  - » how can a visual text present an argument?
- English and Humanities and Social Sciences:
  - » The Aboriginal and Torres Strait Islander histories and cultures:
    - how do narratives present an argument?
      - Possible stimuli could include, but are not limited to, articles on truth telling and short stories about culture, heritage and history.
- English and Sciences:
  - » how does scientific research present an argument?
- English and Design and Technologies:
  - » how do designed solutions present an argument?
- English and Mixed Field:
  - » how do information reports present an argument?

## Module 2: Focus area guidance

### Engage and ideate

- explore and identify the use of informative and persuasive devices in texts
- understand the uses of objective and subjective language and bias
- explore and recognise the techniques used by writers to position a reader and influence their point of view.

### Connect and Apply

#### Learners:

- analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
- identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument
- recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
- recognise, reflect on, interpret and explain the connections between their own experiences and the arguments, and points of view represented in texts
- compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary

- analyse how combinations of words, sound and images can create particular perspectives of the same argument.

### Exhibit and Reflect

- Learners share, reflect on, clarify, and evaluate opinions and arguments about aspects of the transdisciplinary texts they have studied throughout the module.
- Learners reflect on what they have learnt about argument through studying for example how argument works as a scientific review and how they can transfer and use this information in the future.
- For example, how to:
  - » write a review, formulate and articulate an argument
  - » use judgement words
  - » structure an argument.
- Learners share their learning by:
  - discussing and explaining the processes of responding and composing, identifying the personal satisfaction and difficulties experienced.

### Module 2: Recommended resources

- [Communities of Practice](#) may provide additional resources.

## Module 3: Representations of issues in transdisciplinary texts

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
8. represent and interpret information, ideas, issues and language in transdisciplinary texts.

### Module 3: Teaching strategies

When developing the driving question for module 3 which focuses on issues, ensure that learners have an understanding of the learning outcomes for the module so that the class can come up with a question that is engaging, has real-world implications, and is connected to the curriculum.

Metacognitive Strategies to support learner negotiated inquiry:

- providing learners with specific strategies to set goals, and monitor and evaluate their learning progress
- assisting learners to identify and use strategies that support them to achieve learning goals
- demonstrates how to use a particular metacognitive strategy in ways that make content knowledge more accessible, malleable and intriguing
- uses a variety of learning and assessment strategies to scaffold and personalise the learning process



- providing support and scaffolding for tasks through checklists, self-questioning, learner-teacher conferences and self-assessment
- using ICT to increase learner choice and flexible learning.

### Module 3: Examples of learning activities

The following examples of learning activities are generic to enable agency for providers in determine the transdisciplinary connections made between English and other disciplines.

#### The why for learners

These activities describe how to help learners set goals and make connections.

‘Brainstorming Use the DOVE acronym in brainstorming activities:

- **D**efer judgment – accept all contributions and evaluate later
- **O**pt for original ideas – unusual ideas, lateral thinking
- **V**ast numbers of ideas are best – narrow concepts down later
- **E**xpand by association – build on each other’s ideas’ (Newlearningonline.com, 2019)

#### The what for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information.

- ‘Concept webs encourage learners to visually record their learning through an exploration of issues or topic. The process establishes connections and helps the learner organise ideas and understand relationships between different concepts, problems and ideas. They also develop vocabulary.
  - » The centre circle contains the main concept, problem or topic. Linking ideas or solutions are recorded in the outer circles through the use of key words. Lines may be added to link the connecting circles to each other as well as to the central circle. Images and colours may also be used to enhance the concept map. Use different geometric shapes to make them interesting.
- Inductive Reasoning: Learners examine facts closely and develop useful concepts which describe similarities and differences, patterns, things that are not immediately obvious’ (Newlearningonline.com, 2019).

#### The how for learners

These activities describe how to support learners to create, transfer and deepen knowledge and understanding.

- ‘Cubing: Examine an issue or problem in six different ways:
  1. Describe it (features, traits, steps, composed of)
  2. Compare it (similar to, different from)
  3. Associate it (made you think of)
  4. Analyse it (advantages and disadvantages)
  5. Apply it (how can it be applied to other situations)
  6. Argue for or against it (support your position).
- Lateral Thinking: Think in new and imaginative ways about issues or problems.

- » List and describe the usual ways to think about or deal with this issue or problem.
  - » Search for different or unusual ways to think about or deal with this issue or problem – think of ideas that might seem crazy at first, talk to others, search the Internet...
  - » Deconstruct: take something apart, work out the connections and patterns.
  - » Reconstruct: put it back together again in new ways, combinations and patterns. Halve/double, slice/dice, stretch/shrink, substitute, dissect/combine, adapt, magnify/reduce, reverse/turn upside down/inside out, separate/blend, unpack/repackage.
  - » Look out for the eureka moments, when something suddenly makes sense or comes together in an exciting way.
- Structured academic controversy is a small-group discussion model, developed by David W. Johnson and Roger T. Johnson, to support learners to gain a deeper understanding of an issue, to find common ground, and to make a decision based on evidence and logic.
    - » Pre-reading and reflection on the issue: Learners are organised into groups of four, and each group is split into two pairs. One pair in a foursome studies one side of the controversy, while the second pair studies an opposing view. Partners read the background material and identify facts and arguments that support their assigned position. They prepare to advocate the position.
    - » The presentations on the issue: Pairs take turns advocating their positions. Learners on the other side make notes and ask questions about information they don't understand. Next, pairs reverse positions. Each pair uses their notes and what they learned from the other side to make a short presentation demonstrating their understanding of the opposing view.
    - » Responses to the presentations: Learners leave their assigned positions and discuss the issue in their foursomes, trying to find points of agreement and disagreement among group members. Teams try to reach consensus on something; if they cannot reach consensus on any substantive aspect of the issue, they should try to reach consensus on a process they could use to resolve disagreements.
    - » Responses by other teams: The class debriefs the activity as a large group, focusing on how the group worked as a team and how use of the process contributed to their understanding of the issue' (Newlearningonline.com, 2019).

In this module an issue of interest and relevance to learners is selected for investigation using a transdisciplinary approach. The following outlines possible suggestions for transdisciplinary connections which can be made with English in this module.

English and Humanities and Social Sciences: learners investigate the representation of youth homelessness in Australia. Learners focus on one or more of the following aspects:

- why youth homelessness is invisible
- houseless versus homeless
- causes of homelessness
- place, identity and belonging
- social justice, action and resolution.

English and Science: learners investigate the representation of wildlife preservation in Australia. Learners focus on one or more of the following aspects:

- the preservation of endangered species
- feral animals

- ecotourism
- plastics and other pollution
- zoos and wildlife parks.

## Module 3: Focus area guidance

### Engage and ideate

Learners engage and ideate to:

- establish the focus of the inquiry - the driving question which is an open-ended question
- the transdisciplinary connections between English and other disciplines that will be made to explore the inquiry focus
- the transdisciplinary texts that will be studied
- develop a plan for the inquiry which establishes the process for the individual negotiated study so that learners know:
  - » what they will be learning
  - » the intended audience
  - » the inquiry process
  - » how they will be responding.

### Connect and Apply

Learners connect and apply by:

- researching, collecting and collating information
- engaging personally and making connections
- responding (critically and creatively) and creating (experimenting).

### Exhibit and Reflect

Learners exhibit and reflect by:

- discussing the different processes required for responding and composing in a range of forms and media
- sharing the products of their learning
- reflecting on their learning.

## Module 3: Recommended resources

- [Communities of Practice](#) may provide additional resources.

## Supporting learner responses

The work requirements outlined in the course document describe the fundamental assessment evidence. Inclusion of other tasks may support and enhance learning. Learning activities aim to support and enrich understanding and achievement of the learning outcomes. Possible strategies to support learner responses to work requirements are provided.

# Module 1: Making meaning through responding and composing

## Work Requirement 1 of 1

Title: Making connections between transdisciplinary texts

Mode or format: extended response

Description: One written analytical extended response aligned to the module description. Learners make connections between specified texts by examining the ways language and text structures are used to communicate meaning.

Size: approximately 600 - 800 words or equivalent multimodal created content

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

Focus criteria: 1, 2, 4 and 5

### Context

Module 1 focuses on comprehending, creating and responding to the ideas and information presented in texts drawn from English as the primary discipline and other disciplines. Transdisciplinary connections are used in this module to investigate the way language is used to communicate meaning in texts.

Work requirement 2 focuses on making connections between texts in order to understand the ways text structures, language features and narrative features are used to shape response:

- Written, analytical extended response
- Learners make connections between specified texts by examining the ways language and text structures are used to communicate and shape meaning.
- The response must evidence transdisciplinary study through its connection between the English discipline and other disciplines.
- Size: maximum of 800 words.

The following task description makes transdisciplinary connections between English and Health and Physical education. Inquiry question for example:

- How are professional sports represented in two different texts to engage readers/viewers?
- How are professional sports represented in two different texts and for what purpose?

Genre: Journal article

Purpose: to compare texts that focus on similar subject matter by examining the ways text structures, language features and narrative features work to shape response.

Task: Learners have been asked to contribute a journal article for Pro Sports Mag about the way professional sports-related texts use language for effect to shape audience response?

### Relevant learning outcomes

1. use accurate and effective language to express and develop ideas
3. describe how language choices in a variety of transdisciplinary texts† and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English

6. examine how the structure and language of transdisciplinary texts† varies in different modes, media and contexts

### Scaffolding

Learners' journal article for Pro Sports Mag should have the following characteristics:

#### Structure

- 'a clear position or contention that is developed over three or four paragraphs aligned to your inquiry question
- an engaging lead paragraph that shows the focus of your article, the texts to be examined, and your position/contention
- an interesting introduction that shows your position and hooks your readers
- examples from the study texts throughout to illustrate your points
- reference to specific language features, text structures and modes which shows how both texts represent professional sport representations and how they are similar to/different from one another
- digital elements, such as images, video clips, hyperlinks, and layout appropriate to the site of publication
- a conclusion that relates back to the article's focus and leaves a lasting impression on your readers' (Queensland Curriculum and Assessment Authority 2019).

#### Language features

- appropriate language features, including conventional spelling and punctuation
- cohesive devices to connect thoughts, opinions and ideas
- language choices to prompt emotional responses in readers.

## Module 2: How can transdisciplinary text types be vehicles for arguments

### Work requirement 1 of 1

Title: Engaging imaginatively and persuasively; compose the same argument in different ways

Mode or format: folio

Description: A folio comprised of written or multimodal print or non-print: imaginative and persuasive pieces. Learners write persuasively about the same idea using different text types.

The folio will comprise:

1. one extended imaginative narrative text, multimodal or written
2. one extended persuasive text, multimodal or written
3. one short context statement explaining the contention, the connection between text types, the purpose, the audience, oral or written

Size:

- approximately 2 - 5 minutes for an extended multimodal non print text
- approximately 600 - 800 words for an extended written response
- approximately 200 words for a short-written context statement

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

## Context

Module 2 focuses on interpreting ideas and arguments represented in a range of texts, forms, modes, and media drawn from both English and other discipline areas.

Work requirement 2 focuses on creating different text types which examine the same argument in different ways. Learners will create a folio comprised of written or multimodal print or non-print; imaginative and persuasive pieces. Learners write persuasively and imaginatively about the same idea using different text types. The folio will comprise:

- one extended imaginative narrative text, multimodal or written
- one extended persuasive text, multimodal or written
- one short context statement explaining the contention, the connection between text types, the purpose, the audience, oral or written.

The argument selected must be the same for each folio piece.

The following task description makes transdisciplinary connections between English and Humanities and Social Sciences: The Aboriginal and Torres Strait Islander histories and cultures: how do narratives present an argument?

A narrative argument is one that's made by telling a story or narrative. Unlike a conventional argument, which is limited by facts and figures, a narrative argument uses a story to justify the position about an idea or issue. The aim is to use the elements of a story: plot, setting, characters, and climaxes to support the argument.

Genre: an extended, imaginative narrative text (print multimodal).

Purpose: to engage an audience: peers.

Focus: arguments focused on changing the date of Australia Day and truth telling.

Task: Craft a picture book which presents a narrative argument about Australia Day from different perspectives.

In a picture book the text and the illustrations serve an equal function in conveying the story, theme, idea or emotions. They are not broken into chapters, but rather tell the story as a continual body of text.

An average text for a picture book would be 600 – 800 words including images/illustrations.

## Relevant learning outcomes

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
7. describe language choices and their effects on audiences in a variety of transdisciplinary texts.

## Scaffolding

Consider the following factors in the development of learners' picture book:

- illustrations that are engaging, varied, and colourful, while adding to the storyline

- strong characters that are identifiable and evoke emotion
- a story that teaches a concept or value
- elements of pattern, rhyme, and repetition
- an interesting plot that captures the attention of the reader
- rich vocabulary and re-readability.

## Module 3: Representations of issues in transdisciplinary texts

### Work requirement 1 of 1

Title: How can issues be represented in transdisciplinary texts?

Mode or format: negotiated study

Description: One negotiated study with oral, written and multimodal: analytical and interpretive, persuasive or imaginative pieces developed through the individual negotiated inquiry aligned to the module description and title. Appendix 7 contains the teacher checklist.

The negotiated study will comprise three different text types:

- one analytical response
- one persuasive or imaginative response
- one short interpretive oral presentation accompanied by a multimodal aide or an audio recording, for example a podcast.

Size:

- approximately 600 - 800 words for an extended written response
- approximately 2 - 5 minutes for an extended multimodal non print text
- approximately 2 - 5 minutes for a short oral presentation or audio recording.

Timing: The individual negotiated inquiry should comprise approximately 30 percent of the module time.

Focus criteria: 1, 2, 3, 4, 5 and 8

### Context

Module 3 requires learners to investigate a national or local issue of their choice and examine the way in which it is represented in texts drawn from both English and at least one other discipline area.

The work requirement for this module is an individual negotiated study. The negotiated study will have a clear transdisciplinary connection between English and another discipline area and will be guided by an inquiry question.

English and Humanities and Social Sciences where learners investigate the representation of youth homelessness in Australia. For example Why is youth homelessness invisible?

The negotiated study requires that learners will develop:

- one extended analytical response
- one extended persuasive or imaginative response
- one short interpretive oral presentation accompanied by a multimodal aide or an audio recording for example, a podcast.

Learners must also complete a negotiated study check list which is signed off by their teacher. The negotiated study check list is available on the TASC website.

The following strategies may be used to support learner responses to develop a short interpretive oral presentation on the selected issue for example *Why is youth homelessness invisible?* accompanied by a multimodal aide or an audio recording.

The following task description makes transdisciplinary connections between English and Humanities and Social Sciences focussed on the representation of youth homelessness in Australia.

Genre: A short interpretive oral presentation accompanied by a multimodal aide or an audio recording.

Purpose: To inform an audience: peers.

Task: Create and present or record an informative speech suitable for a TED talk–style presentation about youth homelessness in Australia to share your learning and understanding from your negotiated study.

Size: a maximum of 2 minutes for a short oral presentation or audio recording.

### Relevant learning outcomes

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
8. represent and interpret information, ideas, issues and language in transdisciplinary texts.

### Scaffolding

- ‘use visual aids to support your speech, but the focus of this assessment is the spoken/signed element
- use appropriate language features specific to the mode (spoken/signed)
  - » pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence
  - » nonverbal, for example facial expressions, gestures, proximity, stance, movement - complementary features including visual features, for example graphics and images
- use the conventions of a persuasive speech by representing your issue in a way that is convincing to your peers
- state your position on your chosen issue and maintain this perspective throughout your speech
- select and sequence your subject matter appropriately
- connect your ideas with cohesive devices
- use language choices to inform audiences and convince them about the importance of taking action’  
(Queensland Curriculum and Assessment Authority 2019).

### Additional support resources <sup>3</sup>

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<sup>3</sup> All resources cited were accessed and checked for accuracy and appropriateness of content in October 2022. Teachers should check the suitability of all recommended resources for their specific group.



- [Course Document](#)
- [Sample Scope and Sequence](#)
- [Community of Practice Information](#)

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