Years 9 to 12 Learning

Transdisciplinary Projects

ENGLISH

English Inquiry 1
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION

Table of Contents

English Inquiry, 150 hours – Level 1

This course is the Level 1 component of the proposed English Inquiry suite.

Focus Area – Transdisciplinary Projects

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

English Inquiry Level 1 is a Transdisciplinary Projects course.

Transdisciplinary Projects courses require students to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Students will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Students will produce outcomes that are only possible through the intersection between disciplines. Students will share the outcomes of Transdisciplinary Projects as appropriate to their methodology, and their exhibition of work will form a major element of their assessment. Students will reflect upon their learning by evaluating their project outputs, the effectiveness of their methodology and the implications of their work on the pre-existing body of knowledge.

Transdisciplinary projects courses have three key features that guide teaching and learning:
- engage and ideate
- connect and apply
- exhibit and reflect.
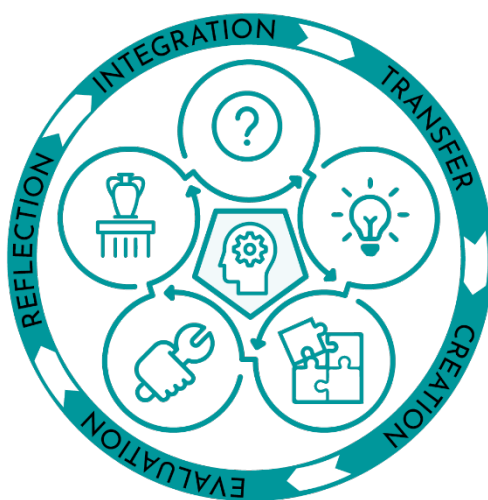
Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will do this by:
- engaging in inquiry learning and communicating their learning preferences
- making meaning and personal connections from short, familiar texts
- accessing and locating basic information
- identifying, brainstorming, questioning and conveying their thinking
- applying their learning in creative and critical ways
- responding to and producing basic text types as modelled
- sharing and reflecting on their learning experiences.

Rationale

English empowers learners as dynamic and effective participants in all aspects of their lives. English is an essential disciplinary point of access to learning in all other curriculum areas. It helps create confident communicators, imaginative thinkers and informed citizens.

English Inquiry Level 1 is the study of English which enables students to make cross curriculum connections through inquiry. It is designed to foster students' curiosity and wonder about themselves and the diverse worlds of others. The course is suited to students who need assistance to develop their English skills to become competent and engaged communicators in everyday contexts.

The *English Inquiry* Level 1 course aims to develop students' knowledge, skills and understanding in the English discipline across a growing range of contexts with accuracy, fluency and purpose. Learners undertaking this course will learn how to:

- communicate through speaking, listening, reading, writing, viewing and representing
- engage with contemporary spoken, written and multimodal texts
- use the English language in different forms to make and communicate meaning
- personally, express themselves and their relationships with their world
- create, respond, apply and share their learning
- develop basic inquiry skills through their study of English.

The purpose of Years 9 to 12 Education is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course is built on the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

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

1. Use language for expression and to develop ideas
2. Communicate meaning (writing, listening, speaking and representing)
3. Make meaning from familiar text types (reading, viewing, listening)
4. Produce basic texts in real and/or imagined contexts
5. Apply basic inquiry skills to explore ideas, texts, and contexts
6. Respond to simple attitudes and values represented in texts
7. Respond to themes represented in texts
8. Engage critically with texts that explore straightforward issues

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 🅒
- Intercultural understanding 🅒
- Literacy. 🅒

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures ⚕
- Asia and Australia's Engagement with Asia ᴬᴬ
- Sustainability. ✦

Course Description

English Inquiry Level 1 is a transdisciplinary course which makes connections across subjects and/or to the wider world. It is designed for students who are acquiring and developing their basic skills, knowledge and understanding in English. Students will learn how to inquire, create, make and communicate meaning. They will explore and respond to ideas and issues in present day texts and everyday contexts.

Pathways

The proposed *English Inquiry* Level 1 course enables sequential learning continuity from:
- Years 9-10 Australian Curriculum English
- Preliminary English Stage 4 PRE005419.

The proposed *English Inquiry* Level 1 course enables sequential learning continuity to:
- the proposed *English Inquiry* Level 2.

Course Requirements

Access

There are no access restrictions or prerequisite requirements for entry into this course.

Resource requirements

Access to a computer, phone and the internet

Engagement with the community inside and outside the classroom through avenues such as visits, surveys, interviews, listening to guest speakers and/or excursions.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules:

- Core Module 1: Representing Australian Identity
- Core Module 2: Exploring themes through texts
- Core Module 3: English and real-world issues

Delivery

The three modules should be delivered in order 1, 2, 3 only. All three Modules are compulsory.

The key knowledge and skills are common across all three modules. By exploring, visiting and revising the content shared in each of the three modules, the teaching of each module aims to consolidate what students have learned, to fill in the gaps, to build on what students know and understand already. From one Module to the next, the topic or theme of the modules will change; the text types students encounter will change; and the teaching and learning strategies may change.

Course Content

Module 1 - Representing Australian identity

In this module students will learn to make transdisciplinary connections between concepts and contexts and use basic inquiry skills and processes relevant to their stage of learning. This module introduces the concepts of representation, context and characterisation.

- See Appendix 5 for inquiry skills
- See Appendix 6 for text requirements
- See Appendix 7 for suggested transdisciplinary connections
- See Appendix 8 for models and approaches to inquiry learning.

Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. use language for expression and to develop ideas
2. communicate meaning (writing, listening, speaking and representing)
3. make meaning from familiar text types (reading, viewing, listening)
4. produce basic texts in real and/or imagined contexts
5. apply basic inquiry skills to explore ideas, texts, and contexts
6. respond to simple attitudes and values represented in texts

Module 1 Content

In this module learners will explore ideas about their own cultural identity and learn about the diversity of the Australian identity. Students will learn to make and communicate meaning through speaking, listening, reading, writing, viewing and representing. They will learn about the ways texts and language works to represent ideas about Australian cultural identity, attitudes, beliefs and values. They will learn how to respond to and produce short, simple responses or familiar text types in real and/or imagined contexts.

Key Knowledge

How texts work:
- how texts work (e.g. their basic features and structures)
- why texts use a particular form or mode (e.g. how a Tweet differs from a recipe)
- the basic conventions of familiar text types (e.g. snapchat uses images).

How language works in texts:
- how texts use language for a specific purpose and audience (e.g. words, symbols)
- how words, symbols and images represent people, places and ideas (e.g. emojis)
- how texts can be interpreted in different ways (e.g. meaning of words may change in different contexts)
- the likely or intended effect of specific language features in texts (e.g. the placement of a photo in a newspaper).

Key Skills

How to make meaning from texts:
- how to identify simple ideas, information, attitudes, values and issues in texts
- how to use basic comprehension strategies to make meaning from texts.

How to communicate meaning:
- how to communicate ideas and present information for a specific purpose and audience
- how to use communication strategies to provide information and establish and maintain communication in familiar, and some unfamiliar, contexts.

How to use language for expression and to develop ideas:
- how to spell and pronounce familiar words, use basic punctuation and use basic concepts of English grammar (e.g. basic structures, simple cohesive devices)
- how to use language and nonverbal communication appropriate for audience and purpose.

How to produce texts:
- how to produce familiar text types using basic text conventions for different purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent and idea
- how to plan and structure simple texts using relevant strategies to organise information.

How to use basic inquiry skills and respond to texts:
- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express a point of view and use basic evaluative language (e.g. positive, negative)
- how to use strategies to locate and organise specific information.

Module 1 Work Requirements Summary
The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 short response and 2 extended responses work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

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

Module 2 – Exploring themes through texts: truth, power, survival or discovery
In this module students will learn to make transdisciplinary connections between concepts and contexts and use basic inquiry skills and processes relevant to their stage of learning. This module introduces the concept of theme and builds on the concepts of representation and context.
- See Appendix 5 for inquiry skills
- See Appendix 6 for text requirements
- See Appendix 7 for suggested transdisciplinary connections
- See Appendix 8 for models and approaches to inquiry learning.

Module 2 Learning Outcomes
The following Learning Outcomes are a focus of this module:
1. use language for expression and to develop ideas
2. communicate meaning (writing, listening, speaking and representing)
3. make meaning from familiar text types (reading, viewing and listening)
4. produce basic texts in real and/or imagined contexts
5. apply basic inquiry skills to explore ideas, texts and contexts
7. respond to themes represented in texts

Module 2 Content
In this module, learners will explore a theme and learn about how it may be represented in different ways by different texts. Students learn that themes convey messages and are suggested through specific elements of a text. They learn that the communication of information and ideas varies according to purpose, audience and the mode and medium through which it is delivered. Students will

learn to make and communicate meaning through speaking, listening, reading, writing, viewing and representing. They will learn how to respond to and produce short, simple responses or familiar text types for differing purposes.

Students will learn:

Key Knowledge
How texts work:
- how texts work (e.g. their basic features and structures)
- why texts use a particular form or mode (e.g. how a poster differs from a blog)
- the basic conventions of familiar text types (e.g. online news uses headlines).

How language works in texts:
- how texts use language for a specific purpose and audience (e.g. words and symbols)
- how words, symbols and images represent people, places and ideas (e.g. protest signs)
- how texts can be interpreted in different ways (e.g. meaning of words may change in different contexts)
- the likely or intended effect of specific language features in texts (e.g. the use of font or punctuation marks).

Key Skills
How to make meaning from texts:
- how to identify simple ideas, information, attitudes, values and issues in texts
- how to use basic comprehension strategies to make meaning from texts

How to communicate meaning:
- how to communicate ideas and present information for a specific purpose and audience
- how to use communication strategies to provide information and establish and maintain communication in familiar and some unfamiliar contexts.

How to use language for expression and to develop ideas:
- how to spell and pronounce familiar words, use basic punctuation and use basic concepts of English grammar (e.g. basic structures, simple cohesive devices)
- how to use language and nonverbal communication appropriate for audience and purpose.

How to produce texts:
- how to produce familiar text types using basic text conventions for different purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent and idea
- how to plan and structure simple texts using relevant strategies to organise information.

How to use basic inquiry skills and respond to texts:
- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express a point of view and use basic evaluative language (e.g. positive and negative)
- how to use strategies to locate and organise specific information.

Module 2 Work Requirements Summary
The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 short response and 2 extended responses work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

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

Module 3 – English and real-world issues: social, community, or global
In this module students will learn to make transdisciplinary connections between concepts and contexts and use basic inquiry skills and processes relevant to their stage of learning. This module introduces the concept of point of view and builds on the concepts of representation and context.
- See Appendix 5 for inquiry skills
- See Appendix 6 for text requirements
- See Appendix 7 for suggested transdisciplinary connections
- See Appendix 8 for models and approaches to inquiry learning.

Module 3 Learning Outcomes
The following Learning Outcomes are a focus of this module:

1. use language for expression and to develop ideas
2. communicate meaning (writing, listening, speaking and representing)
3. make meaning from familiar text types (reading, viewing and listening)
4. produce basic texts in real and/or imagined contexts
5. apply basic inquiry skills to explore ideas, texts and contexts
8. engage critically with texts that explore straightforward issues

Module 3 Content
In this module, learners will explore issues or problems and learn how to express an opinion. Students will learn that different voices are represented in texts. They will learn how to identify ideas, facts and opinions relating to straightforward issues. They learn that point of view is a device for persuading. Students will learn to make and communicate meaning through speaking, listening, reading, writing, viewing and representing. They will learn how to respond to and produce short, simple responses or familiar text types for differing purposes.

Students will learn:

Key Knowledge
How texts work:
- how texts work (e.g. their basic features and structures)
- why texts use a particular form or mode (e.g. how a vlog differs from a flyer)
- the basic conventions of familiar text types (e.g. SMS text messaging uses emojis).

How language works in texts:
- how texts use language for a specific purpose and audience (e.g. words,
- and symbols)
- how words, symbols and images represent people, places and ideas (e.g. signs)
- how texts can be interpreted in different ways (e.g. meaning of words may change in different contexts)
- the likely or intended effect of specific language features in texts (e.g. the placement of a photo in a newspaper).

Key Skills

How to make meaning from texts:
- how to identify simple ideas, information, attitudes, values and issues in texts
- how to use basic comprehension strategies to make meaning from texts.

How to communicate meaning:
- how to communicate ideas and present information for a specific purpose and audience
- how to use communication strategies to provide information and establish and maintain communication in familiar, and some unfamiliar, contexts.

How to use language for expression and to develop ideas:
- how to spell and pronounce familiar words, use basic punctuation and use basic concepts of English grammar: (e.g. basic structures and simple cohesive devices)
- how to use language and nonverbal communication appropriate for audience and purpose.

How to produce texts:
- how to produce familiar text types using basic text conventions for different purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent and idea
- how to plan and structure simple texts using relevant strategies to organise information.

How to use basic inquiry skills and respond to texts:
- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express a point of view and use basic evaluative language (e.g. positive and negative)
- how to use strategies to locate and organise specific information.

Module 3 Work Requirements Summary
The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 Folio of work requirements.

See Appendix 3 for the full specifications of the Work Requirements of this course.

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

Assessment
Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3
Criteria Focus	1,2,3,4,5,6.	1,2,3,4,5,7.	1,2,3,4,5,8.

The assessment for *English Inquiry* Level 1 will be based on the degree to which the learner can:

1. Use and control language
2. Apply basic communication skills (writing, listening, speaking and representing)
3. Apply basic comprehension skills (reading, viewing, listening)
4. Produce basic text types
5. Use basic inquiry skills
6. Respond to simple attitudes and values represented in texts
7. Respond to themes represented in texts
8. Respond to straightforward real-world issues represented in texts.

Standards

Criterion 1: use and control language

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - spelling	spells simple common words: errors may impede meaning at times	spells simple common words: errors do not impede meaning	correctly spells simple, common words
E2 - grammar and punctuation	uses basic grammar and punctuation: errors may impede meaning at times	controls basic grammar and punctuation: infrequent errors do not impede meaning	controls basic grammar and punctuation
E3 – language and register	uses vocabulary and language features to convey meaning with awareness of audience: errors may impede meaning at times	uses appropriate vocabulary and language features to convey meaning with awareness of audience: errors do not impede meaning	controls vocabulary and language features for clarity of expression according to audience.

Criterion 2: apply basic communication skills (writing, listening, speaking and representing)

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - purpose and audience	communicates one or two ideas and information with limited understanding of purpose	communicates basic ideas and information with understanding of purpose and audience	communicates basic ideas and information appropriately for a purpose and an audience
E2 - communication strategies	uses simple strategies to establish and maintain communication in everyday contexts as modelled	uses strategies to establish and maintain communication in everyday contexts	selects and uses strategies that establish and maintain communication in everyday contexts
E3 - presents information	shares basic information with peers as modelled: errors may impede meaning at times.	makes a short presentation using nonverbal skills, delivery skills, topic knowledge and visual supports as modelled: errors do not impede meaning.	makes a short presentation using nonverbal skills, delivery skills, topic knowledge and visual supports competently as modelled.

Criterion 3: apply basic comprehension skills (reading, viewing, listening)

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - attitudes, values, ideas and issues	identifies one or two attitudes, values, ideas and issues in texts providing limited evidence	outlines attitudes, values, ideas and issues in texts providing evidence	describes attitudes, values, ideas and issues in texts providing appropriate evidence
E2 - language features, text structures and purpose	identifies one or two structures and language features and the purpose of a text	outlines structures and language features and the purpose of a text	describes structures and language features and the purpose of a text
E3 – reading and comprehension strategies	uses specific comprehension/reading strategies as modelled to make meaning from texts.	uses a limited range of comprehension/reading strategies as modelled, to make meaning from texts	uses an increasing range of comprehension/reading strategies as modelled, to make meaning from texts

Criterion 4: produce basic text types

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - range and form	produces one or two highly-familiar text types and use some textual conventions as modelled	produces two familiar text types and use appropriate textual conventions	produces at least two different text types and use appropriate textual conventions
E2 – creates texts	creates texts to communicate ideas attitudes, values, and ideas with varying control	creates texts to communicate ideas attitudes, values, and ideas appropriately	creates texts to communicate ideas attitudes, values, and ideas effectively
E3 - features and structures	uses basic language features and text structures as modelled	uses basic language features and text structures, with some consideration of audience	selects and uses basic language features and text structures in consideration of audience
E4 – Writing process: plan, rehearse and revise	plans/rehearses and checks responses by re-reading and making some corrections as modelled	plans/rehearses, drafts and checks responses using relevant strategies as modelled.	plans/rehearses, drafts and revises responses to enhance meaning using relevant strategies as modelled.

Criterion 5: use basic inquiry skills

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - inquiry skills	uses basic inquiry skills as modelled to meet nominated task requirements	uses basic inquiry skills to meet task requirements	uses basic inquiry skills to meet all task requirements competently
E2 - locate information	locates specific information from provided sources as modelled	locates and collects information from provided sources	locates, collects and organises information from provided sources

Standard Element	Rating C	Rating B	Rating A
E3 - task completion	selects from a limited range of specified strategies to perform tasks within established timelines as advised.	selects from recommended strategies to perform tasks responsibly within established timelines.	selects from recommended strategies to manage and perform tasks competently within established timelines.

Criterion 6: respond to simple attitudes and values represented in texts

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 -representation and symbols	explores and identifies how information and ideas can be represented symbolically	explores and outlines how information and ideas can be represented symbolically	explores and discusses how information and ideas can be represented symbolically
E2 - representation	identifies the ways that attitudes and values are represented in texts	outlines the ways that attitudes and values are represented in texts	discusses the ways that attitudes and values are represented in texts
E3 - language features and effect	identifies an obvious effect of specific language/text features.	outlines two or more obvious effects of specific language/text features.	describes two or more obvious effects of specific language/text features.

Criterion 7: respond to themes represented in texts

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - experiment in imaginative ways	uses specific words signs and/or symbols to represent an idea as modelled	uses words, signs and/or symbols to represent an idea	selects and uses words, signs and symbols to represent an idea
E2 - theme	identifies the main idea/message in a text	outlines the main idea/message in a text	describes the main idea/message in a text

Standard Element	Rating C	Rating B	Rating A
E3 - judgment	expresses a response to simple ideas and information in texts using a limited range of basic evaluative language (e.g., positive or negative).	expresses a response to simple ideas and information in texts using basic evaluative language.	expresses a detailed response to ideas and information in texts using basic evaluative language.

Criterion 8: respond to straightforward real-world issues represented in texts

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - questioning	poses one or two exploratory questions about issues based on personal interests and experiences	poses questions to identify issues and information in texts	poses questions to identify and clarify issues and information in texts
E2 - fact and opinion	identifies a fact and an opinion	outlines two or more facts and opinions in texts	describes facts and opinions in texts
E3 - express own opinion	expresses own point of view on a specified topic.	expresses own point of view on a specified topic supported with some evidence.	expresses own point of view on a specified topic supported by appropriate evidence.

Quality Assurance
- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements
Level 1
The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

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

Course Evaluation

- This will be confirmed by the time of accreditation.

Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. use language for expression and to develop ideas	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. communicate meaning (writing, listening, speaking and representing)	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. make meaning from familiar text types (reading, viewing and listening)	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. produce basic texts in real and/or imagined contexts	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3, 4	GC:
5. use basic inquiry skills to explore ideas, texts and contexts	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
6. respond to simple attitudes and values represented in texts	Module 1	Module 1	C 6	E 1, 2, 3	GC:
7. respond to straightforward concepts represented in texts	Module 2	Module 2	C 7	E 1, 2, 3	GC:
8. engage critically with texts that explore straightforward issues	Module 3	Module 3	C 8	E 1, 2, 3	GC:

Appendix 2 - Alignment to Curriculum Frameworks

English Inquiry Level 1 aligns with course content contained in:

- The Western Australia School Curriculum and Standards Authority English Foundation Year 11 Syllabus[†].
- The ACT Board of Senior Secondary Studies Contemporary English Modified, Board Endorsed Course.
- Level 1 and 2 of the Australian Core Skills Framework (ACSF).
- Australian Curriculum English.

[†] The Western Australia School Curriculum and Standards Authority has granted use of some of the content to be utilised throughout modules 1, 2 and 3.

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 1: Module 1: Representing Australian Identity

Mode /Format: **oral** and/or multimodal: creative, imaginative, informative, analytical or persuasive

Description: One short response aligned to the module description.
- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a *maximum* of 60 words or 1 minute multimodal or equivalent.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
  Criterion 2 Apply basic communication skills (writing, listening, speaking and representing)
- Criterion 6 Respond to simple attitudes and values represented in texts

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 2: Module 1: Representing Australian Identity

Mode/Format: **written** and/or multimodal: creative, imaginative, informative, analytical or persuasive

Description: One extended response aligned to the module description.

- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a maximum of 350 words or 2 minutes multimodal or equivalent.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below, the criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
- Criterion 3 Apply basic comprehension skills (reading, viewing, listening)
- Criterion 4 Produce basic text types
- Criterion 6 Respond to simple attitudes and values represented in texts

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 3: Module 1: Representing Australian Identity

Mode/Format: multimodal: creative, imaginative, informative, analytical or persuasive

Description: One extended response aligned to the module description.

- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a maximum of 350 words or 2 minutes multimodal or equivalent.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
  Criterion 2 Apply basic communication skills (writing, listening, speaking and representing)
- Criterion 4 Produce basic text types
- Criterion 5 Apply basic inquiry skills
- Criterion 6 Respond to simple attitudes and values represented in texts

Module 2 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 1: Module 2: Exploring themes through texts

Mode /Format: oral and/or multimodal: creative, imaginative, informative, analytical or persuasive

Description: One short response aligned to the module description.

- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a *maximum* of 60 words or 1 minute multimodal.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language

- Criterion 2 Apply basic communication skills (writing, listening, speaking and representing)
- Criterion 7 Respond to themes represented in texts

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 2: Module 2: Exploring themes through texts

Mode/Format: written and/or multimodal: creative, imaginative, informative, analytical or persuasive

Description: One extended response aligned to the module description.

- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a maximum of 350 words or 2 minutes multimodal or equivalent.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
- Criterion 3 Apply basic comprehension skills (reading, viewing, listening)
- Criterion 4 Produce basic text types
- Criterion 7 Respond to themes represented in texts

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 3: Module 2: Exploring themes through texts

Mode/Format: multimodal: creative, imaginative, informative, analytical or persuasive

Description: One extended response aligned to the module description.

- The text type selected must be different across the three work requirements for this Module.

Size: suggested range a maximum of 350 words or 2 minutes multimodal or equivalent.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
  Criterion 2 Apply basic communication skills (writing, listening, speaking and representing)
- Criterion 4 Produce basic text types
- Criterion 5 Apply basic inquiry skills
- Criterion 7 Respond to themes represented in texts

Module 3 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Work Requirement 1: Module 3: English and real-world issues

Mode/Format: oral and/or multimodal: creative, imaginative, informative, analytical or persuasive

Description: One Folio aligned to the module description.

- The text types represented in the folio must differ.

Size: suggested range a *maximum* of 750 words inclusive of 2 minutes multimodal.

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

External agencies: Not required

Relevant Criteria: The criteria for this task are identified below. The criterion elements/descriptors selected for assessment from each criterion are at the discretion of the provider and should be determined holistically and appropriate to the learning context.

- Criterion 1 Use and control language
  Criterion 2 Apply basic communication skills (writing, listening, speaking and representing)
- Criterion 3 Apply basic comprehension skills (reading, viewing, listening)
- Criterion 4 Produce basic text types
- Criterion 5 Apply basic inquiry skills
- Criterion 8 Respond to straightforward real-world issues represented in texts

Relationship to External Assessment: NA

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

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

General Capabilities:

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

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

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-Curriculum Priorities:

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

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures ✋
- Asia and Australia's Engagement with Asia ᴬᴬ
- Sustainability ☘

Representation of the cross-curriculum priorities in the *English Inquiry* Level 1 course
The cross-curriculum priorities address contemporary issues which students face in a globalised world. As a result of the transdisciplinary nature of the *English Inquiry* Level 1 course teachers may find opportunities to incorporate the priorities into the teaching and learning program for the *English Inquiry* Level 1 course. The module description and content identify the expected student learning within each course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Appendix 5 – Glossary

Term	Definition	Source Acknowledgement	Course Context
apply	Use, utilise or employ in a particular situation.	ACARA English Glossary	assessment
appropriate	Acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.	Queensland General English Syllabus 2019	assessment
aspect	A particular part of a feature of something: a facet, phase or part of a whole	Queensland General English Syllabus 2019	assessment
attitude	An outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	Content M1-3
audience	The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.	ACARA English Glossary	content M1-3
basic	Simple and not complicated, so able to provide the base or starting point from which something can develop.	Cambridge English Dictionary	assessment
belief	The feeling of being certain that something exists or is true.	Cambridge English Dictionary	Content M1-3

Term	Definition	Source Acknowledgement	Course Context
brainstorm	To suggest a lot of ideas for a future activity very quickly before considering some of them more carefully.	Cambridge English Dictionary	Content M1-3
clarify	Make clear or intelligible; explain; make a statement or situation less confused and more comprehensible.	Queensland General English Syllabus 2019	assessment
comprehend	Understand the meaning or nature of; grasp mentally.	Queensland General English Syllabus 2019	Content M1-3
comprehension and reading strategies	A set of processes used by readers to make meaning from texts. Key comprehension strategies include: • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text • summarising and organising information from a text • integrating ideas and information in texts • critically reflecting on content, structure, language and images used to construct meaning in a text. Reading strategies – limited range • use knowledge of letter sounds and common letter patterns to decode words • re-read to clarify meaning and read on to confirm meaning • adjust reading rate • attempt to self-correct when the meaning is disrupted • use sound, visual and meaning cues, knowledge of high frequency words and topic related vocabulary • use skimming and scanning strategies	ACARA English Glossary	content and assessment

Term	Definition	Source Acknowledgement	Course Context
	- use strategies to locate specific details - use knowledge of the topic, sentence patterns and text structure - self-question - make personal predictions about what might happen next - make comparisons with their own experiences to other texts - discuss reading strategies used at word and sentence level - ask for assistance with some words Reading strategies – increasing range - break words into chunks - use self-correcting methods when reading such as re-reading, reading on, reading back, sub vocalising - adjust reading strategies for different texts - consider the context of unknown words - use sound, visual meaning cues, knowledge of high frequency words and topic related vocabulary - use knowledge of grammar, sentence and texts structures, vocabulary - predict likely events, actions and outcomes, before and during reading and explain their reasons - make connections between themselves and the text, between texts they have read and between texts and their experiences of the world - determine importance - generate appropriate key words form a text for a specific purpose - discuss and compare with others the visual images they create when reading - discuss their selection of reading strategies at word, sentence and whole text levels - self-monitor and discuss the effectiveness of their own reading strategies		
communicate	Convey knowledge and/or understandings to others.	ACARA English Glossary	Content M1-3

Term	Definition	Source Acknowledgement	Course Context
communication strategies	Active listening strategies: verbal and non-verbal skills and behaviour used to promote accurate listening. Oral interaction skills: interactions, open questions, answers, feedback, exchanges, discussion, and argumentation Oral presentation skills: Nonverbal – audience contact, body language and poise Delivery – articulation, voice qualities (articulation, volume, intonation, pause) Content – enthusiasm for topic, topic knowledge, organisation	ACARA English Glossary DoE Good Teaching Literacy 7-10	assessment and content
connecting	Connecting is recognising relationships between texts and between texts and own lives. In this course learners make connections between: • texts and their own life • elements of texts, e.g. words and images • common ideas, experiences and stories • identifiable links between texts and contexts	New South Wales English Textual Concepts Learning Processes	Content M1-3
consider	Formed after careful thought.	ACARA English Glossary	assessment
context	The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.	ACARA English Glossary	content M1-3

Term	Definition	Source Acknowledgement	Course Context
control	Shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds.	ACARA English Glossary	assessment
convention	An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations. Conventions can be techniques, features or elements that belong to a genre. In order to belong to a particular genre, a text should adhere to, abide by or follow the conventions of that genre.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	Content M1-3
create	Develop and/or produce spoken, written or multimodal texts in print or digital forms.	ACARA English Glossary	Content M1-3
critical and creative thinking	See General Capabilities.	ACARA	Content M1-3
decide	Reach a resolution as a result of consideration; make a choice from a number of alternatives.	Queensland General English Syllabus 2019	assessment
describe	Give an account of characteristics or features.	ACARA English Glossary	assessment
develop	In English: begin to build an opinion or idea.	ACARA English Glossary	assessment
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.	ACARA English Glossary	content - texts

Term	Definition	Source Acknowledgement	Course Context
discuss	Talk or write about a topic, taking into account different issues and ideas.	ACARA English Glossary	assessment
diverse	Of various kinds or forms; different from each other	Queensland General English Syllabus 2019	content
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose.	Queensland General English Syllabus 2019	assessment
element	A component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity	Queensland General English Syllabus 2019	assessment
engage	To participate or become involved in.	Cambridge English Dictionary	assessment
engaging critically	Students engage critically with a text when they make judgements about a text based on systematic analysis. In this course critical engagement involves distinguishing between fact and opinion; learning to interpret basic texts and develop opinions with some reasoning.	New South Wales English Textual Concepts Learning Processes	assessment
engaging personally	Students engage personally when they experience interest, pleasure and personal significance in texts and the ways they are constructed. In this course engaging personally involves developing students' awareness that their choices and preferences for texts and authors are shaped by their own experience and interests. They share different views, infer meaning, express and justify their own opinions and extend their experiences of texts.	New South Wales English Textual Concepts Learning Processes	assessment

Term	Definition	Source Acknowledgement	Course Context
evaluative language	Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'she's a lovely girl', 'he's an awful man', or 'how wonderful!'), however, they can be left implicit (for example, 'he dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept').	ACARA English Glossary	assessment
everyday texts	Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.	ACARA English Glossary	content - texts
examine	To investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.	Queensland General English Syllabus 2019	assessment
exhibit	Exhibition refers to projects, presentations or projects through which students exhibit what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning outcomes. An exhibition may take many forms or text types. In this course 'exhibit' refers to sharing information and or thinking, displaying and/or presenting student work with familiar audiences (peers, classmates). Interacting with others is part of this process. Adjustments should be made based on learners' capabilities.	https://www.edglossary.org/exhibition/	content
explore	To look into both closely and broadly; scrutinise; inquire into or discuss something in detail.	Queensland General English Syllabus 2019	assessment

Term	Definition	Source Acknowledgement	Course Context
express	To convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict.	Queensland General English Syllabus 2019	assessment
factual	Relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence.	Queensland General English Syllabus 2019	content and assessment
familiar	Previously encountered in prior learning activities.	ACARA English Glossary	assessment
fundamental	Forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis	Queensland General English Syllabus 2019	content
grammar	The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.	ACARA English Glossary	content
idea	In this course, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content
ideate	To think of an idea or ideas.	Cambridge English Dictionary	content
identify	Establish or indicate who or what someone or something is.	ACARA English Glossary	assessment

Term	Definition	Source Acknowledgement	Course Context
inquiry learning	See appendix 7		content
inquiry processes	See Learning Processes - appendix 7		content

Term	Definition	Source Acknowledgement	Course Context
inquiry skills (basic)	Students need to: • identify what they want to know and what they can achieve. • pose researchable questions. • brainstorm (ideate). • locate appropriate sources of information. • gather, sort and organise information. • engage personally, make connections with texts and between texts. • engage critically – make judgements about texts and the ways they are constructed through basic analysis. • experimenting- apply knowledge and skills creatively and critically to develop deep understanding: experimenting with language, form, mode and medium to express ideas and opinions. • make decisions and put ideas into action. • present (exhibiting) information in appropriate ways. • reflect on what they have learned and the inquiry process. • apply their knowledge. In this course they do this through the key elements of transdisciplinary learning: • engage and ideate • connect and apply • exhibit and reflect In turn inquiry skills are enacted and developed through the following learning processes: • Understanding • Connecting • Engaging critically • Engaging personally • Reflecting • Experimenting	Focus on Inquiry Jeni Wilson and Lesly Wing Jan and the New South Wales Textual Concepts; Learning Processes: http://englishtextualconcepts.nsw.edu.au/content/about-processes-and-learning-progressions	content

Term	Definition	Source Acknowledgement	Course Context
issues	Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader/audience to identify these.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content
intend	In this course, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Queensland General English Syllabus 2019	assessment
interpret	Draw meaning from.	Government of Western Australia School Curriculum and Standards Authority	assessment
key	Of crucial importance.	Queensland General English Syllabus 2019	assessment
language features	The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.	ACARA English Glossary	assessment

Term	Definition	Source Acknowledgement	Course Context
layout	The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.	ACARA English Glossary	content
listen	To use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems.	ACARA English Glossary	content
locate	Identify where something is found.	ACARA English Glossary	content
medium	A resource used in the production of texts, including tools and materials used (for example, digital text and a computer, writing and a pen or a typewriter).	ACARA English Glossary	content
mode	The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.	ACARA English Glossary	
conventions/mode appropriate features	Include: • written, e.g. conventional spelling and punctuation • spoken/signed, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence • non-verbal, e.g. facial expressions, gestures, proximity, stance, movement • complementary features, including digital features such as graphics, still and moving images, design elements, music and sound effects.	Queensland General English Syllabus 2019	content
modding	the activity of making changes to computer or games software or equipment, in order to create your own version.	Cambridge English Dictionary	content - texts

Term	Definition	Source Acknowledgement	Course Context
multimodal	Uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response	Queensland General English Syllabus 2019	content
multimodal text	A combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).	ACARA English Glossary	content
nonverbal communication/cues	Behaviours, other than words, that transmit meaning (for example, body language, inflexion, eye contact, posture).	ACARA English Glossary	content
obvious	Clearly perceptible or evident; easily seen, recognised or understood.	Queensland General English Syllabus 2019	assessment
opinion	A thought or belief about something or someone.	Cambridge English Dictionary	content
organise	Arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action.	Queensland General English Syllabus 2019	assessment
outline	Sketch in general terms; indicate the main features of.	Government of Western Australia School Curriculum and Standards Authority	assessment
particular	Distinguished or different from others or from the ordinary; noteworthy.	Queensland General English Syllabus 2019	assessment

Term	Definition	Source Acknowledgement	Course Context
persuasive	Capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly.	Queensland General English Syllabus 2019	assessment
point of view	The opinion or viewpoint expressed by an individual in a text, for example an author, a narrator, a character or an implied reader.	ACARA English Glossary	content
presentation	A talk or by other means to give information about something.	Cambridge English Dictionary	content
produce	Producing is another word for creating meaning, constructing or creating texts and those texts might be written or multimodal. There is a range of non-fiction forms that students use to produce texts; for example, transactional texts: lists or applications; informative texts: reports or investigations; expository texts: essays; and persuasive texts: letters to the editor or documentaries. Students may produce fiction texts; for example, short stories, blogs, poetry, plays, short films or YouTube stories/uploads. Students might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments	Government of Western Australia School Curriculum and Standards Authority	content
pronunciation	The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).	ACARA English Glossary	
read	To process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts.	ACARA English Glossary	content
recognise	recall particular features of information from knowledge	Queensland General English Syllabus 2019	assessment

Term	Definition	Source Acknowledgement	Course Context
reflect	think about deeply and carefully In this course learners use reflective thinking to consider why things happen and what can be learnt from these experiences.	Queensland General English Syllabus 2019	content
register	The degree of formality or informality of language used for a particular purpose or in a particular social setting.	ACARA English Glossary	content
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on	Queensland General English Syllabus 2019	assessment
represent	Use words, images, symbols or signs to convey meaning.	ACARA English Glossary	assessment
representation	Representation refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; they are constructions of 'reality'. These constructions are partially shaped through the writer's use of conventions and techniques.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content

Term	Definition	Source Acknowledgement	Course Context
respond to	Provide an answer; reply.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content
review	To think or talk about something again, in order to make changes to it or to make a decision about it.	Cambridge English Dictionary	assessment
revise	To look at or consider again an idea, piece of writing, etc. in order to correct or improve it.	Cambridge English Dictionary	assessment
routine	Often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason	Queensland General English Syllabus 2019	content
sequence	Place in a continuous or connected series; arrange in a particular order	Queensland General English Syllabus 2019	content
simple	Easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps	Queensland General English Syllabus 2019	assessment
specific	Clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.	Queensland General English Syllabus 2019	assessment
straightforward	Without difficulty; uncomplicated; direct; easy to do or understand.	Queensland General English Syllabus 2019	assessment

Term	Definition	Source Acknowledgement	Course Context
structure	verb give a pattern, organisation or arrangement to; construct or arrange according to a plan; noun in English, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions	Queensland General English Syllabus 2019	assessment
structured	Arranged in a given organised sequence.	ACARA English Glossary	assessment
supported	Corroborated; given greater credibility by providing evidence.	Queensland General English Syllabus 2019	assessment
symbolise	Represent or identify by a symbol or symbols.	Queensland General English Syllabus 2019	content
text	Communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces.	Queensland General English Syllabus 2019	content
textual conventions	See conventions and mode appropriate features		content

Term	Definition	Source Acknowledgement	Course Context
text structure/s	The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.	ACARA English Glossary	content

Term	Definition	Source Acknowledgement	Course Context

text types	Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, persuasive or analytical types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.
	
	Analytical texts
	
	    Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.
	
	Imaginative texts
	
	    Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.
	
	Interpretive texts
	
	    Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, feature articles, documentary, satire and allegory.
	
	Persuasive texts
	
	    Texts whose primary purpose is to put forward a viewpoint and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.
		ACARA English Glossary	content

Term	Definition	Source Acknowledgement	Course Context
text types: affiliative	Affiliative texts are those texts which involve "memberships, formal and informal, in online communities centered around various forms of media" (Jenkins et. al. 2006) – largely, social media sites/platforms – while collaborative texts involve people working together, formally or informally, online "to complete tasks and develop new knowledge (such as through Wikipedia, alternative reality games, spoiling)" (Jenkins et. al. 2006), and can be aided by specialised 'collaboration software' or accomplished via social media (for example, as with crowdsourcing).	Jenkins et. al. 2006	content
theme	An idea, concern or argument developed in a text; a recurring element (for example, the subject of a text may be love, and its theme could be how love involves sacrifice). A work may have more than one theme.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content
topic	A division of, or sub-section within a module; all topics/sub-topics within a module are interrelated.	Queensland General English Syllabus 2019	content
transdisciplinary	Transdisciplinary - pertaining to or involving more than one discipline.	Years 9-12 Project DoE Tasmania	content
unfamiliar	Not previously encountered in prior learning activities.	ACARA English Glossary	assessment
use	Operate or put into effect; apply knowledge or rules to put theory into practice	Queensland General English Syllabus 2019	assessment

Term	Definition	Source Acknowledgement	Course Context
values	Characteristics, qualities, philosophical and emotional stances, e.g. moral principles or standards often shared with others in a cultural group.	Queensland General English Syllabus 2019	content
view	Observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia.	ACARA English Glossary	content
voice	Voice, in a literary sense, is the distinct personality of a piece of writing. Voice can be created through the use of syntax, punctuation, vocabulary choices, persona and dialogue. Texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of individuals or groups. It is important to recognise the various voices in a text, how they relate to one another, and how the creator of a text uses these to shape audience response.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	content
word	A single distinct element of speech or writing that communicates meaning.	ACARA English Glossary	content
write	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.	ACARA English Glossary	content

Term	Definition	Source Acknowledgement	Course Context
writing process	The writing process usually takes the form of: • Planning and rehearsing: the generation, selection and sorting of ideas to write about, consideration of purpose and audience which will influence genre selection and organisation. • Drafting or composing: the recording of ideas with attention to meaning making, grammar, spelling, punctuation and handwriting (or keyboarding). • Revising: the revisiting of the text (often as a result of feedback from peers and/or the teacher) to improve and enhance the writing. • Editing and proofreading: the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalisation and punctuation. • Publishing: the preparation of the text for sharing with an audience, with attention given to the form and style of the text.	Victorian State Government Education and Training	content and assessment

Appendix 6 – Text Requirements (reading, viewing, speaking and listening)

Learners will engage with at least three short texts in each module.

The texts selected *must* be contemporary, engaging and accessible for level one learners.

Texts will be selected on the basis of student interests and learning needs.

Through inquiry learning students will select their own texts to read, view or listen to as part of the learning process.

Text selections

Teaching and learning opportunities which draw from a diverse range of simple text types can assist students to broaden and develop their own language skills.

Opportunities may be provided for students to:

- read, view and listen to simple creative expressive texts, informative and persuasive texts, academic texts, everyday texts or work texts
- produce simple contemporary texts, including print and multimodal texts, imaginative, informative and persuasive texts, in media, every-day and workplace contexts.

Where appropriate, the selection of texts should give students experience of the following:

- accessible types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Where appropriate, learners should engage with short texts or extracts from:

- accessible literary texts written about intercultural experiences and the peoples and cultures of Asia
- accessible Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- accessible texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures

Additional examples of contemporary text types

Creative expressive texts	Informative and persuasive texts	Affiliative and collaborative texts or workplace texts
- Film (fiction, non-fiction, experimental; feature, short micro; cinema, DVD or straight-to-web release) - TV episode (free-to-air or streamed; or series straight to web/YouTube); - webisodes) - Animation (long or short, fiction, nonfiction or experimental; free-to-air or streamed). - Games - Webcomics - Music Videos, lyrics - Fan fiction, fanzines, fan videos - Sampling, mashups and modding	- Blogs and Vlogs - Podcasts - TEDTalks - Photographic Essays - Websites and pages	- Facebook, Myspace, Instagram, TikTok - E-mail - SMS, Twitter - Message boards, Chat Rooms, - Forums - Game clans/Fan clans - Collaborative games - Collaborative platforms (such as Wikipedia or Googledocs)

Appendix 7 – Transdisciplinary Connections

The following outlines possible *suggestions* for transdisciplinary/multidisciplinary or interdisciplinary connections which can be made with English.

The focus of each module enables connections between English and other discipline areas as identified below or by applying the English course content in different contexts: every day personal, community participation, learning and work.

Core Module 1: Representing Australian Identity
Suggestions:

- English: Cultural identity and storytelling.
- Arts: Cultural identity and artistic expression
- History: Cultural identity changes over time
- Geography: Cultural identity and place
- Civics and Citizenship: Cultural identity and shared beliefs and values
- Technologies: Cultural identity and design solutions
- Work Studies: Cultural identity and workplace culture
- Community: Cultural identity and celebrations

Core Module 2: Exploring themes through texts

Power:
• Multidisciplinary – e.g.
  What is power?
Truth:
• Multidisciplinary– e.g.
  What is truly "real" and what is not?
Survival
• Multidisciplinary –– e.g.
  Choice, adaptation and change
	Discovery
	Multidisciplinary – e.g.
	The impact of discovery discoveries can:
	• lead to new worlds
	• stimulate new ideas or speculation about future possibilities
	• offer new understandings and renewed perceptions of ourselves and others
	• transform the lives of individuals or society in general.

Core Module 3: English and issues: social, community and global

Multidisciplinary – e.g.

- Sharing the planet
- Homelessness
- Crime
- Work: standards and behaviour, occupational and health safety problems, fly-in, fly-out advantages and disadvantages
- Community/social issues

Appendix 8 – Models of inquiry

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

In *English Inquiry* Level 1

- In Modules 1 to 3 (in consideration of the interests and needs of the learners), providers will determine how inquiry-based learning is implemented – model and duration.

Or

- Module 3 (as the culminating module) may integrate a short personal inquiry (individual or group) within the context of an integrated or shared inquiry tied to the focus of the module to enable student agency.

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

The Learning Processes identified in the New South Wales textual concepts provide a pedagogical means of implementing a shared or integrated inquiry: Understanding, Engaging Personally, Connecting, Engaging Critically, Experimenting and Reflecting.

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

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 students construct their own learning. An integrated inquiry is not limited to shared experiences, they may be determined by the teacher and/or negotiated with students.

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

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 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. "Focus on inquiry." A practical approach to integrated curriculum planning. Carlton South, Victoria: Curriculum Corporation (2003).