



# Transdisciplinary Projects

English

English Inquiry 2  
COURSE DOCUMENT

PHASE 4  
DRAFT FOR  
CONSULTATION



Catholic  
Educator  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## English Inquiry, 150 hours – Level 2

This course is the Level 2 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 2 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
- making meaning and personal connections from contemporary texts
- accessing and locating information
- examining, brainstorming, questioning and presenting
- applying their learning in creative and critical ways
- responding to and producing a range of text types
- presenting, 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 ethical, thoughtful, informed and active members of society.

The study of *English Inquiry* Level 2 engages learners in transdisciplinary learning through an inquiry approach. Student agency and voice matter. Learners will use a range of processes to ideate, design, plan, act, reflect and communicate their learning. *English Inquiry* Level 2 is designed to develop students' literacy skills and is suitable for those who wish to undertake an applied English course.

*English Inquiry* Level 2 develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others.

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 accurate and effective language to express and develop ideas
2. Apply appropriate communication skills through reading, writing, listening, speaking and representing
3. Understand how language choices in a variety of texts<sup>†</sup> 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 learn through a study of English
6. Understand language choices and their effects on audiences in a variety of texts<sup>†</sup> and contexts
7. Examine how the structure and language of texts<sup>†</sup> varies in different modes, media and contexts
8. Represent and interpret information, ideas issues and language in texts<sup>†</sup>.




<sup>†</sup>Texts (oral, written and multimodal)

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- critical and creative thinking 
- ethical understanding 
- 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 
- Sustainability 

## Course Description

*English Inquiry* Level 2 is a transdisciplinary course which makes connections across subjects and/or the wider world. It is designed for learners who are developing and consolidating their 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 social and ethical issues in a range of contemporary Australian texts and contexts.

## Pathways

The proposed *English Inquiry* Level 2 course enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English
- The proposed *English Inquiry* Level 1 course.

The proposed *English Inquiry* Level 2 course enables sequential learning continuity to:

- The proposed *English Inquiry* Level 3 course.
- Level 3 English ENG3115117

## Course Requirements

### Access

- There are no access restrictions for entry into this course.
- The proposed *English Inquiry* Level 2 course builds on the proposed *English Inquiry* Level 1 course. The cognitive level of complexity increases from *English Inquiry* Level 1 to *English Inquiry* Level 2.

### 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: Contemporary popular culture texts

Core Module 2: Australian stories that matter

Core Module 3: Representations of social issues in texts

### Delivery

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

The topic, ideas, issues and texts selected for transdisciplinary learning must be different across the three modules in this course.

In the context of this course, a broad range of inquiry-based learning approaches, processes and models may be applied:

- In Modules 1 and 2 (in consideration of the interests and needs of the learners), providers will determine how inquiry-based learning is implemented.

- Module 3 will integrate a negotiated inquiry (individual) 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 the integrated or shared inquiry and the negotiated inquiry will comprise approximately 20 per cent of the module time.

See Appendix 8 for inquiry-based learning approaches for this course.

## Course Content

### Module 1 - Contemporary popular culture texts

This module introduces the English concepts of representation, context and genre.

The transdisciplinary learning focus concerns contemporary popular culture texts, ideas and values.

See Appendix 7 for suggested transdisciplinary connections.

See Appendix 5 for inquiry skills.

#### Texts

Learners will engage with at least three text types in a range of written, oral, multimodal and digital forms. See Appendix 6 for the full specifications of the text requirements of this course.

### Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply appropriate communication skills through reading, writing, listening, speaking and representing
3. understand how language choices in a variety of texts<sup>†</sup> 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 learn through a study of English
6. understand language choices and their effects on audiences in a variety of texts<sup>†</sup> and contexts.

<sup>†</sup>Texts (oral, written and multimodal)

### Module 1 Content

This module focuses on understanding and responding to the ideas, values and information represented in a range of contemporary popular culture texts. Learners employ a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure.

They consider the language features and structures and genres of texts and how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. They communicate ideas and information clearly and correctly in a range of contexts, real and imaginative. Learners apply their understanding of language through the creation of texts for different purposes.

#### Key knowledge

- The conventions, structures, and language features of texts
- Strategies used in comprehending, communicating, and inquiring
- Presentation conventions and techniques
- The conventions of spelling, punctuation, and syntax of Standard Australian English

- The process of creating, planning, drafting, revising, editing, and proofreading texts.

Consider the ways in which texts communicate ideas, attitudes and values including:

- How social, community and workplace texts are constructed for particular purposes, audiences and contexts
- The ways text structures, language features and narrative features are used to shape response.

*Key skills*

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence
- predicting meaning using text structures and language features
- making personal connections with texts
- posing and answering questions to clarify meaning and promote deeper understanding of the text.

Using information for specific purposes and contexts by:

- locating, extracting information and ideas from texts, using text features and structures
- using strategies and tools for collecting and processing information.

Create a range of texts by:

- using appropriate language, content and mode for different purposes and audiences
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, recording sources of information and proofreading.

Inquiring, communicating and interacting by:

- communicating and presenting ideas and information clearly
- using appropriate strategies to establish and maintain spoken communication
- applying inquiry skills appropriately.

**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 – Australian stories that matter**

This module introduces English concepts of argument and narrative and builds on the concepts of representation and context.

The transdisciplinary learning focus concerns the representation of ethical issues in connection with Australian stories (fiction and non-fiction).

See Appendix 7 for suggested transdisciplinary connections.

See Appendix 5 for inquiry skills.



## Texts

Learners will engage with at least three text types in a range of written, oral, multimodal and digital forms. See Appendix 6 for the full specifications of the text requirements of this course.

## Module 2 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply appropriate communication skills through reading, writing, listening, speaking and representing
3. understand how language choices in a variety of texts<sup>†</sup> 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 learn through a study of English
7. examine how the structure and language of texts<sup>†</sup> varies in different modes, media and contexts.

<sup>†</sup> Texts (oral, written and multimodal)

## Module 2 Content

Module 2 focuses on interpreting ethical ideas and arguments represented in a range of texts, forms, modes, media and contexts. Learners analyse text structures and language features and identify the ethical ideas, arguments and values expressed. They consider the purposes and the intended audiences of texts.

Learners examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. They integrate relevant information and ethical ideas and issues from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. They analyse and create a range of text types using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

### Key knowledge

- the conventions, structures, and language features of texts
- ethical ideas and issues
- strategies used in comprehending, communicating, and inquiring
- presentation conventions and techniques
- the conventions of spelling, punctuation, and syntax of Standard Australian English
- the process of creating, planning, drafting, revising, editing, and proofreading texts.

### Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts
- the use of language features and the effects of mediums, types of texts and text structures to influence responses.

### Key skills

#### Use strategies and skills for comprehending texts including:

- interpreting and making inferences from content, text structures and language features
- summarising ideas and information presented in texts
- identifying similarities and differences between own response to texts and responses of others.

#### Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources
- using different strategies to select relevant information.

### Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts
- selecting text structures, language features and visual techniques to communicate and represent ideas and information
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, drafting and proofreading, and appropriate referencing.

### Inquiring, communicating and interacting

- communicating and presenting ideas and information clearly
- using appropriate strategies to establish and maintain spoken communication
- applying inquiry skills appropriately.

### 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 – Representations of social issues in texts

This module builds on the concepts of representation, argument and context.

Transdisciplinary learning focus concerns the representation of social issues in Australia in texts.

See Appendix 7 for suggested transdisciplinary connections.

See Appendix 5 for inquiry skills.

Module 3 will integrate a negotiated inquiry (individual) within the context of an integrated or shared class inquiry, tied to the focus of the module to enable student agency. Providers will determine the duration of the integrated or shared inquiry and the negotiated inquiry should comprise approximately 20 per cent of the module time.

### Texts

Learners will engage with at least three text types in a range of written, oral, multimodal and digital forms. Additionally, learners will select at least two short contemporary texts to support their negotiated inquiry. See Appendix 6 for the full specifications of the text requirements of this course.

### Module 3 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply appropriate communication skills through reading, writing, listening, speaking and representing
3. understand how language choices in a variety of texts<sup>†</sup> 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 learn through a study of English
8. represent and interpret information, ideas issues, and language in texts<sup>†</sup>.

† Texts (oral, written and multimodal)

### Module 3 Content

In Module 3 learners investigate social issues in Australia and the way in which they are represented and argued in a range of texts and contexts. They revisit and build on the content and learning from Modules 1 and 2. Learners further their understanding of what makes an effective argument through their understanding of the relationship between context, audience and purpose and meaning making. They learn that language, forms and features of texts assign values and attitudes in their representations of people, information and ideas.

Learners independently apply comprehension strategies and reflect on and integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, text type and mode can achieve specific effects. They apply language and literacy skills through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

### 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 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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## Criteria

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

The assessment for *English Inquiry* Level 2 will be based on the degree to which the learner can:

1. use and control language appropriately
2. apply communication skills appropriately through reading, writing, listening, speaking and representing
3. describe how texts<sup>†</sup> shape meaning and response
4. create a range of texts<sup>†</sup>
5. apply inquiry skills appropriately
6. describe the representation of popular culture in texts<sup>†</sup>
7. describe the representation of ethical ideas and issues in different texts<sup>†</sup> and contexts
8. interpret the representation of social issues in texts<sup>†</sup>.

<sup>†</sup>Texts (oral, written and multimodal)

## Standards

Criterion 1: use and control language appropriately

Standard Element	Rating C	Rating B	Rating A
E1 – Spelling and punctuation	correctly spells most common words and uses punctuation as an aid to understanding <sup>†</sup> : errors impede meaning at times	correctly uses punctuation and spells most frequently used words including relevant technical vocabulary: errors do not impede meaning	accurately uses punctuation and spells most frequently used and unusual, unfamiliar words, technical and specialised vocabulary
E2 – Vocabulary and register	uses vocabulary, formal and informal registers as modelled	uses and selects vocabulary, formal and informal registers appropriate to purpose and audience	selects and refines vocabulary choices, using register deliberately, appropriate to purpose audience and context
E3 – Grammar	uses sentence structures, tenses, phrases and grammatical forms to convey ideas: errors impede meaning at times	uses sentence structures, tenses, phrases and grammatical forms to convey ideas: errors do not impede meaning	uses sentence structures, tenses, phrases and grammatical forms appropriately to clearly convey ideas
E4 – Cohesion and structure	develops and structures a text/response.	develops a text/response using a logical structure.	develops a cohesive text/response using a logical structure.

<sup>†</sup>E.g. Use of capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks.

Criterion 2: apply communication skills appropriately through reading, writing, listening, speaking and representing

Standard Element	Rating C	Rating B	Rating A
E1 – Communicating ideas	communicates ideas demonstrating variable control of language and expression: errors impede meaning at times	communicates ideas demonstrating appropriate control of language and expression: errors do not impede meaning	communicates ideas demonstrating fluency, and appropriate control of language and expression
E2 – Communication strategies and skills	uses communication skills and strategies for a specific purpose as directed	uses communication skills and strategies appropriate to purpose and audience	uses communication skills and strategies insightfully and logically, appropriate to purpose, audience and context
E3 – Presenting	presents ideas and opinions to engage an audience using strategies as directed.	presents ideas and opinions to engage an audience using appropriate strategies.	presents ideas and opinions with expression to engage an audience using appropriate strategies.

Criterion 3: describe how texts<sup>†</sup> shape meaning and response

Standard Element	Rating C	Rating B	Rating A
E1 –Purpose, context, and audience	identifies the purpose, audience and context of texts <sup>†</sup>	describes the purpose, audience and context of texts <sup>†</sup>	explains the purpose, audience and context of texts <sup>†</sup>
E2 –Text structures and features	identifies the conventions, structures, and language features of texts <sup>†</sup>	describes the conventions, structures, and language features of texts <sup>†</sup>	explains the conventions, structures, and language features of texts <sup>†</sup>
E3 – Responding to texts <sup>†</sup>	describes how ideas and information are represented in texts <sup>†</sup> to shape audience response.	discusses how ideas and information are represented in texts <sup>†</sup> to shape audience response.	assesses how ideas and information are represented in texts <sup>†</sup> to shape audience response.

<sup>†</sup>Texts (oral, written and multimodal)

Criterion 4: create a range of texts†

Standard Element	Rating C	Rating B	Rating A
E1 – Text type	creates texts† in different forms for a specific purpose and context	creates texts† in different forms appropriate to purpose, context, and audience	creates cohesive texts† in different forms appropriately for different purposes, contexts, and audiences
E2 – Language features and text structures	uses language features and text structures appropriate to mode, medium and genre as modelled	uses language features and text structures appropriate to mode, medium and genre	uses and selects language features and text structures for effect, appropriate to different modes, mediums and genres
E3 – Writing process	uses given planning, drafting and proofing strategies to develop own responses.	uses planning, drafting and proofing strategies to develop own responses.	uses planning, drafting and proofing strategies to develop and refine own responses.

†Texts (oral, written and multimodal)

Criterion 5: apply inquiry skills appropriately

Standard Element	Rating C	Rating B	Rating A
E1 – Inquiry skills	applies inquiry skills and strategies to engage with key aspects of the inquiry	applies inquiry skills and strategies appropriately to engage with most aspects of the inquiry	applies inquiry skills and strategies appropriately and thoroughly to engage with all aspects of the inquiry
E2 – Using information	locates information in texts	selects information from different sources	selects relevant information from different sources
E3 – Time management	meets specified/negotiated timelines and addresses key task requirements as directed	meets specified/negotiated timelines and addresses most task requirements	meets specified/negotiated timelines and addresses all task requirements
E4 – Referencing	uses referencing and citation methods as directed and differentiates the work of others from the learners own.	uses appropriate referencing and citation methods and differentiates the work of others from the learners own.	uses appropriate referencing and citation methods consistently and differentiates the work of others from the learners own.

Criterion 6: describe the representation of popular culture in texts<sup>†</sup>

Standard Element	Rating C	Rating B	Rating A
E1 – Ideas and attitudes and values	identifies ideas and attitudes and values presented in popular culture texts <sup>†</sup>	describes ideas and attitudes and values presented in differing popular culture texts <sup>†</sup>	discusses ideas and attitudes and values presented in differing popular culture texts <sup>†</sup>
E2 – Cultural representation	identifies how popular culture texts <sup>†</sup> represent people, groups, places, and events	describes how popular culture texts <sup>†</sup> represent people, groups, places, and events	assesses how popular culture texts <sup>†</sup> represent people, groups, places, and events
E3 – Language choice	uses language to shape representations of Australian people, groups, places, and events: language choice results in narrow representations	uses language to shape representations of Australian people, groups, places, and events: language choice results in uneven representations	uses language appropriately and for effect, to shape representations of Australian people, groups, places, and events: language choice results in subtle representations

<sup>†</sup>Texts (oral, written and multimodal)

Criterion 7: describe the representation of ethical ideas and issues in different texts<sup>†</sup> and contexts

Standard Element	Rating C	Rating B	Rating A
E1 – Text mode, medium and form	identifies the ways in which ethical ideas and issues are represented in different text types	compares the ways in which ethical ideas and issues are represented in different text types	assesses the ways in which ethical ideas and issues are represented in different text types
E2 – Ethical ideas and issues	identifies ethical ideas and issues in texts <sup>†</sup>	describes ethical ideas and issues within different texts <sup>†</sup> and contexts	explains ethical ideas and issues within different texts <sup>†</sup> and contexts
E3 – Represent ethical ideas and issues	represents ethical ideas and issues using specific techniques in specific modes, mediums and contexts.	represents ethical ideas and issues using persuasive and visual techniques in different modes, mediums and contexts.	represents ethical ideas and issues using persuasive, visual and literary techniques in different modes, mediums and contexts.

<sup>†</sup>Texts (oral, written and multimodal)

## Criterion 8: interpret the representation of social issues in texts<sup>†</sup>

Standard Element	Rating C	Rating B	Rating A
E1 – Interpretation	identifies the ways ideas and social issues are represented in texts <sup>†</sup>	describes the ways ideas and social issues are represented in texts <sup>†</sup>	explains the ways ideas and social issues are represented in texts <sup>†</sup>
E2 – Comprehending ideas and opinions	identifies differing opinions on social issues	compares differing opinions on social issues	assesses differing opinions on social issues
E3 – Personal opinion	uses persuasive language to express a personal position on social issues.	uses persuasive language to articulate a personal position on social issues.	uses persuasive language to justify a personal position on social issues.

<sup>†</sup>Texts (oral, written and multimodal)

## Quality Assurance

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

## Qualifications and Award Requirements

### Level 2

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 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 I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Use accurate and effective language to express and develop ideas	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4	GC: 
2. Apply appropriate communication skills through reading, writing, listening, speaking and representing	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
3. Understand how language choices in a variety of texts <sup>†</sup> and contexts shape meaning and response	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:  
4. Create oral, written and multimodal texts <sup>†</sup> for different purposes in real or imagined contexts	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3	GC:  
5. Apply inquiry skills to learn through a study of English	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3, 4	GC:  
6. Understand language choices and their effects on audiences in a variety of texts <sup>†</sup> and contexts	Module 1	Module 1	C 6	E 1, 2, 3	GC:   

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
7. Examine how the structure and language of texts <sup>†</sup> varies in different modes, media and contexts	Module 2	Module 2	C 7	E 1, 2, 3	GC: 
8. Represent and interpret information, ideas issues, and language in texts <sup>†</sup>	Module 3	Module 3	C 8	E 1, 2, 3	GC: 

<sup>†</sup>Texts (oral, written and multimodal)

## Appendix 2 - Alignment to Curriculum Frameworks

*English Inquiry* Level 2 aligns with course content contained in:

- Senior Secondary Australian Curriculum: *Essential English* Units 1-2

Representation of Senior Secondary Australian Curriculum: *Essential English* Unit 1

Senior Secondary Australian Curriculum: *Essential English* Unit 1 Learning outcomes:

- Comprehend information, ideas and language in texts selected from everyday contexts
- Understand language choices and the likely or intended effect of these choices in a range of texts
- Create oral, written and multimodal texts appropriate for audience and purpose in everyday community, workplace and social contexts.

Are represented as:

- represent and comprehend information, ideas and language in texts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in real or imagined contexts.

All unit 1 content descriptors are articulated in the course content.

On two occasions content descriptors have been amalgamated as evidenced through the representation and allocation of content codes below.

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- the ways text structures, language features and narrative features are used to shape response (ACEEE006) (ACEEE007).

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (ACEEE001)
- predicting meaning using text structures and language features (ACEEE002)
- making personal connections with texts (ACEEE003)
- questioning texts to draw conclusions (ACEEE004).

Using information for specific purposes and contexts by:

- locating, extracting information and ideas from texts, and using text features and structures (ACEEE008) (ACEEE009)
- using strategies and tools for collecting and processing information (ACEEE010).

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences (ACEEE011)
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies (ACEEE012)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE013)
- using strategies for planning, recording sources of information and proofreading (ACEEE014).

## Representation of Senior Secondary Australian Curriculum: *Essential English* Unit 2

Senior Secondary Australian Curriculum: *Essential English* Unit 2 Learning outcomes:

- Examine how the structure and language of texts varies in different modes, mediums and contexts
- Understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- Create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

In the proposed *English Inquiry* Level 2 course are articulated as:

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

All unit 2 content descriptors are articulated in the course content.

On two occasions content descriptors have been amalgamated as evidenced through the representation and allocation of content codes below.

Use strategies and skills for comprehending texts including:

- interpreting and making inferences from content, text structures and language features (ACEEE015) (ACEEE016)
- summarising ideas and information presented in texts (ACEEE017)
- identifying similarities and differences between own response to texts and responses of others (ACEEE018).

Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts (ACEEE019)
- the use of language features and the effects of mediums, types of texts and text structures to influence responses (ACEEE020) (ACEEE021).

Use information for specific purposes and contexts by:

- locating and selecting information from a range of sources (ACEEE022)
- using different strategies to select relevant information (ACEEE023) (ACEEE024).

Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (ACEEE025)
- selecting text structures, language features and visual techniques to communicate and represent ideas and information (ACEEE026)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE027)
- using strategies for planning, drafting and proofreading, and appropriate referencing. (ACEEE028).

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 1: Module 1

**Mode /Format:** oral/multimodal: informative or analytical

**Description:** One extended response aligned to the module description.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing or representing.

**Size:** suggested range a *maximum* of 200 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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 1 use and control language appropriately – E2
- Criterion 2 apply communication skills appropriately through reading, writing, listening, speaking and representing – E1, E3
- Criterion 6 describe the representation of popular culture in texts<sup>†</sup> – E1

<sup>†</sup>Texts (oral, written and multimodal)

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 2: Module 1

**Mode /Format** written: analytical

**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 800 words.

**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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 1 use and control language appropriately – E1, E3
- Criterion 3 describe how texts<sup>†</sup> shape meaning and response – E1, E2, E3

- Criterion 4 create a range of texts<sup>†</sup> – all elements
- Criterion 5 apply inquiry skills appropriately – E2, E3
- Criterion 6 describe the representation of popular culture in texts<sup>†</sup> – E1, E2.

<sup>†</sup>Texts (oral, written and multimodal)

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 3: Module 1

**Mode /Format:** multimodal: creative, imaginative 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.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

**Size:** suggested range a maximum of 800 words or 3 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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 1 use and control language appropriately – all elements
- Criterion 4 create a range of texts<sup>†</sup> – all elements
- Criterion 5 apply inquiry skills appropriately – E4
- Criterion 6 describe the representation of popular culture in texts<sup>†</sup> – E3.

<sup>†</sup>Texts (oral, written and multimodal)

## Module 2 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 1: Module 2:

**Mode /Format:** oral/multimodal: creative, 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.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

**Size:** suggested range a maximum of 200 words or 2minutes 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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 2 apply communication skills appropriately through reading, writing, listening, speaking and representing – E1, E2, E3
- Criterion 7 describe the representation of ethical ideas and issues in different texts<sup>†</sup> and contexts – E1.

<sup>†</sup>Texts (oral, written and multimodal)

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 2: Module 2

**Mode /Format** written: analytical

**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 800 words.

**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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 1 use and control language appropriately – all elements
- Criterion 3 describe how texts<sup>†</sup> shape meaning and response – E1, E2
- Criterion 4 create a range of texts<sup>†</sup> – E1, E2
- Criterion 5 apply inquiry skills appropriately – E2, E3
- Criterion 7 describe the representation of ethical ideas and issues in different texts<sup>†</sup> and contexts – E2.

<sup>†</sup>Texts (oral, written and multimodal)

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 3: Module 2

**Mode /Format:** multimodal: 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.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

**Size:** suggested range a maximum of 800 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 represented for assessment for each criterion are suggestions. Providers should ensure assessment of all criteria and elements/descriptors over the three modules.

- Criterion 1 use and control language appropriately – E1
- Criterion 4 create a range of texts<sup>†</sup> – all elements
- Criterion 5 apply inquiry skills appropriately – E4
- Criterion 7 describe the representation of ethical ideas and issues in different texts<sup>†</sup> and contexts – E3.

<sup>†</sup>Texts (oral, written and multimodal)

### Module 3 Work Requirements Specifications

Module 3 will integrate a negotiated inquiry (individual) within the context of an integrated or shared class inquiry, tied to the focus of the module to enable student agency. The negotiated inquiry should comprise approximately 20 per cent of the module time.

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 1: Module 3

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

**Description:** One Folio aligned to the module description as outlined below.

The Folio will represent three different responses developed and created throughout the Module (class work) and the negotiated inquiry.

The negotiated inquiry will comprise two responses:

- 1 analytical response
- 1 persuasive response, creative or imaginative response

The Folio will comprise three responses:

- 1 analytical response
- 1 persuasive, creative or imaginative response
- 1 brief multimodal presentation

**Size:** suggested range a maximum of 1800 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 appropriately – all elements
- Criterion 2 apply communication skills appropriately through reading, writing, listening, speaking and representing – all elements
- Criterion 3 describe how texts<sup>†</sup> shape meaning and response – all elements
- Criterion 4 create a range of texts – all elements
- Criterion 5 apply inquiry skills appropriately – all elements
- Criterion 8: interpret the representation of social issues in texts – all elements.

<sup>†</sup>Texts (oral, written and multimodal)

**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 ▲▲
- Sustainability ✎

## Appendix 5 – Glossary

Term	Definition	Source Acknowledgement	Course Context
<b>accurate</b>	Precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; meticulous – without any mistakes	Queensland Literacy Syllabus 2018	assessment
<b>affiliative texts</b>	Affiliative texts are those texts which involve “memberships, formal and informal, in online communities centred 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, H. (2006). Fans, bloggers, and gamers: Exploring participatory culture. nyu Press.	Text definitions
<b>apply</b>	Use, utilise or employ in a particular situation.	ACARA English Glossary	Assessment
<b>appropriate</b>	Acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.	Queensland General English Syllabus 2019	Assessment
<b>argue</b>	Give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons.	Queensland Literacy Syllabus 2018	Content
<b>aspect</b>	A particular part of a feature of something; a facet, phase or part of a whole.	Queensland General English Syllabus 2019	Assessment
<b>attitude</b>	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	Module Content

<b>audience</b>	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	Module Content and Assessment
<b>clarify</b>	Make clear or intelligible; explain; make a statement or situation less confused and more comprehensible.	Queensland General English Syllabus 2019	Assessment
<b>clear</b>	Free from confusion, uncertainty, or doubt; easily seen, heard or understood.	Queensland Literacy Syllabus 2018	Assessment
<b>coherent</b>	Having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts.	Queensland Literacy Syllabus 2018	Assessment
<b>cohesive</b>	Characterised by being united, bound together or having integrated meaning; forming a united whole.	Queensland Literacy Syllabus 2018	Assessment
<b>communicate</b>	Convey knowledge and/or understandings to others.	ACARA English Glossary	Module Content and Assessment

<b>communication strategies</b>	<ul style="list-style-type: none"> <li>• Uses structure</li> <li>• Awareness of choices of register</li> <li>• Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose</li> <li>• Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions</li> <li>• Uses introductory phrases to indicate that an opinion or a fact is being offered</li> <li>• Uses dependent clauses</li> <li>• Use appropriate grammatical forms and vocabulary</li> <li>• Uses a range of tenses</li> <li>• Uses some common idioms</li> <li>• Uses vocabulary that is sufficiently broad for both everyday and more specific contexts</li> <li>• Refines intended meaning, varying speed and changing tone or emphasis when speaking</li> <li>• Uses pronunciation, stress patterns and intonation</li> </ul> <p>Uses interactional strategies such as non-verbal feedback in order to support effective communication.</p>	Australian Core Skills Framework	Module Content and Assessment
<b>compare</b>	Display recognition of similarities and differences and recognise the significance of these similarities and differences.	Queensland Literacy Syllabus 2018	Assessment
<b>competently</b>	In an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way.	Queensland General English Syllabus 2019	Assessment
<b>comprehend</b>	Understand the meaning or nature of; grasp mentally.	Queensland General English Syllabus 2019	Module Content and Assessment

<b>connecting</b>	<p>Connecting is recognising relationships between texts and between texts and own lives.</p> <p>In this course learners make connections between:</p> <ul style="list-style-type: none"> <li>• texts and their own life</li> <li>• elements of texts, e.g. words and images</li> <li>• common ideas, experiences, and stories.</li> </ul> <p>Identifiable links between texts and contexts.</p>	New South Wales English Textual Concepts Learning Processes	Module Content
<b>consider</b>	Formed after careful thought.	ACARA English Glossary	Assessment
<b>consistent</b>	Agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time.	Queensland Literacy Syllabus 2018	Assessment and Content
<b>contemporary texts</b>	Texts created from 2000 onwards.	Years 9-12 Learning	Course content
<b>context</b>	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	Module Content and Assessment
<b>control</b>	Show the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds; in command of.	Queensland Literacy Syllabus 2018	Assessment



<b>convention</b>	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	Module Content and Assessment
<b>correct</b>	Free from error – what is generally accepted and approved of.	Cambridge Dictionary	
<b>create</b>	Develop and/or produce spoken, written or multimodal texts in print or digital forms.	ACARA English Glossary	Module Content and Assessment
<b>creative or expressive texts</b>	Creative or expressive texts are those multimodal texts which utilise more conventional, recognised creative/expressive forms (such as fictional, short or feature films, animation, music videos and graphic novels/comics), that are accessed via a range of platforms; and those texts which experiment with form, "...producing new creative forms, such as digital sampling, skinning and modding, fan videomaking... zines, mashups" (Jenkins et.al. 2006), often appearing in digital, participatory spaces.	Jenkins, H. (2006). Fans, bloggers, and gamers: Exploring participatory culture. nyu Press.	Texts
<b>critical and creative thinking</b>	See General Capabilities.	ACARA	Module Content
<b>deliberately</b>	Consciously and intentionally; on purpose.	Oxford Dictionary	
<b>demonstrate</b>	Prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition.	Queensland Literacy Syllabus 2018	Assessment
<b>describe</b>	Give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something.	Queensland Literacy Syllabus 2018	Assessment

<b>develop</b>	In English: begin to build an opinion or idea.	ACARA English Glossary	Assessment
<b>digital texts</b>	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 and e-literature.	ACARA English Glossary	Module Content
<b>discuss</b>	Talk or write about a topic, taking into account different issues and ideas.	ACARA English Glossary	Assessment
<b>effective</b>	Successful in producing the intended, desired or expected result; meeting the assigned purpose.	Queensland General English Syllabus 2019	Assessment
<b>element</b>	A component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>everyday texts</b>	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 and storytelling.	ACARA English Glossary	Texts
<b>examine</b>	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
<b>exhibit</b>	In this course exhibit is synonymous with presentation and sharing. 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. Interacting with others is part of this process. Adjustments should be made based on learners' capabilities.	<a href="https://www.edglossary.org/exhibition/">https://www.edglossary.org/exhibition/</a>	Module Content

<b>experiment</b>	Try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact	Queensland Literacy Syllabus 2018	Content
<b>explicit</b>	Clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested	Queensland Literacy Syllabus 2018	Content
<b>explore</b>	Look into, both closely and broadly; scrutinise; inquire into or discuss something in detail.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>express</b>	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	Module Content and Assessment
<b>fluent</b>	Spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent;	Queensland Literacy Syllabus 2018	Assessment
<b>generate ideas</b>	Produce, create ideas.	Queensland General English Syllabus 2019	Module Content
<b>grammar</b>	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	Module Content and Assessment
<b>idea</b>	In this course, this 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	Module Content and Assessment

<b>ideate</b>	To think of an idea or ideas.	Cambridge English Dictionary	Module Content
<b>identify</b>	Establish or indicate who or what someone or something is.	ACARA English Glossary	Assessment
<b>inappropriate</b>	Not suitable or proper in the circumstances.	Queensland Essential English Syllabus 2018	Assessment
<b>inconsistent</b>	Lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible; incongruous	Queensland Essential English Syllabus 2018	Assessment
<b>informed</b>	Knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)	Queensland Literacy Syllabus 2018	Content
<b>innovatively</b>	New and original; introducing new ideas; original and creative in thinking	Queensland Essential English Syllabus 2018	Assessment

<p><b>inquiry skills</b></p>	<p>A learner's ability to:</p> <ul style="list-style-type: none"> <li>• identify what they want to know and what they can achieve</li> <li>• pose researchable questions</li> <li>• brainstorm/ideate</li> <li>• locate appropriate sources of information</li> <li>• gather, sort and organise information</li> <li>• engage personally, making connections with texts and between texts</li> <li>• engage critically – making judgements about texts and the ways they are constructed through basic analysis</li> <li>• experimenting- applying knowledge and skills creatively and critically to develop deep understanding: experimenting with language, form, mode and medium to express ideas and opinions</li> <li>• make decisions and put ideas into action</li> <li>• present information in appropriate ways</li> <li>• reflect on what they have learned and the inquiry process</li> <li>• apply their knowledge in new contexts.</li> </ul> <p>In this course they do this through the key elements of transdisciplinary learning:</p> <ul style="list-style-type: none"> <li>• engage and ideate</li> <li>• connect and apply</li> <li>• exhibit and reflect.</li> </ul> <p>In turn inquiry skills are enacted and developed through the following learning processes:</p> <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Connecting</li> <li>• Engaging critically</li> <li>• Engaging personally</li> <li>• Reflecting .</li> <li>• Experimenting</li> </ul>	<p>Focus on Inquiry Jeni Wilson and Lesly Wing Jan and the New South Wales Textual Concepts: Learning Processes <a href="http://englishtextualconcepts.nsw.edu.au/content/about-processes-and-learning-progressions">http://englishtextualconcepts.nsw.edu.au/content/about-processes-and-learning-progressions</a></p>	<p>Module Content and Assessment</p>
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<b>insightful</b>	Showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction	Queensland Essential English Syllabus 2019	Assessment
<b>intend</b>	In this course, the word 'intend' has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Queensland General English Syllabus 2019	Assessment
<b>interpret</b>	Draw meaning from.	Government of Western Australia School Curriculum and Standards Authority	Module Content and Assessment
<b>investigation</b>	An assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time	Queensland Literacy Syllabus 2018	Content

<b>issues</b>	<p>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.</p> <p>Ethical issues: moral conduct of individuals through which they identify what is good, bad, right or wrong. Ethical issues arise where people go against an accepted behavioural pattern.</p> <p>The ethics of the actions and motivations of individuals and groups, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations. The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse</p> <p>Social issues relate to the ways actions affect society. Social issues can be defined as problems or matters which have an influence over a large population. It may affect negatively to a considerable number of individuals in a particular society as a whole.</p>	<p>Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary</p> <p>Australian Curriculum</p>	<p>Module Content and Assessment</p>
<b>key</b>	<p>Of crucial importance.</p>	<p>Queensland General English Syllabus 2019</p>	<p>Assessment</p>
<b>justify</b>	<p>Give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable.</p>	<p>Queensland Literacy Syllabus 2018</p>	<p>Assessment</p>
<b>language features</b>	<p>The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language framing and camera angles).</p> <p>They relate to oral, written, multimodal texts and all text types.</p> <p>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.</p>	<p>ACARA English Glossary</p>	<p>Module Content and Assessment</p>

<b>locate</b>	Identify where something is found.	ACARA English Glossary	Module Content and Assessment
<b>logical</b>	Rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances.	Queensland Literacy Syllabus 2018	Assessment
<b>logically</b>	According to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible.	Queensland Literacy Syllabus 2018	Assessment
<b>making meaning</b>	In the context of this course, meanings in texts are shaped by purpose, cultural contexts and social situations.	Queensland Essential English Syllabus 2019	Module Content and Assessment
<b>medium</b>	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	Module Content and Assessment
<b>mode</b>	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	Module Content and Assessment



<b>mode appropriate features</b>	<p>Include:</p> <ul style="list-style-type: none"> <li>• written, e.g. conventional spelling and punctuation</li> <li>• spoken/signed, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence</li> <li>• non-verbal, e.g. facial expressions, gestures, proximity, stance and movement</li> <li>• complementary features, including digital features such as graphics, still and moving images, design elements, music and sound effects.</li> </ul>	Queensland General English Syllabus 2019	Module Content and Assessment
<b>multimodal</b>	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	Module Content and Assessment
<b>multimodal text</b>	A combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).	ACARA English Glossary	Module Content and Assessment
<b>narrow</b>	Limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted.	Queensland Essential English Syllabus 2019	Assessment
<b>nonverbal communication/cues</b>	Behaviours, other than words, that transmit meaning (for example, body language, inflexion, eye contact or posture).	ACARA English Glossary	Module Content
<b>organise</b>	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	Module Content and Assessment
<b>organised</b>	Systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities.	Queensland Literacy Syllabus 2018	Assessment

<b>particular</b>	Distinguished or different from others or from the ordinary; noteworthy.	Queensland General English Syllabus 2019	Assessment
<b>performance</b>	An assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time.	Queensland Literacy Syllabus 2018	Content and Assessment
<b>persuasive</b>	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	Module Content and Assessment
<b>point of view</b>	'Point of view' in a text is the position from which the subject matter of a text is designed to be perceived and judged. The writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text.	New South Wales Textual Concepts	Content and Assessment
<b>presentation</b>	See exhibit.		Module Content and Assessment
<b>produce</b>	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	Module Content and Assessment

<b>refine</b>	Develop or improve so as to be precise, exact or subtle.	Queensland Literacy Syllabus 2018	Assessment
<b>reflect</b>	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	Module Content and Assessment
<b>register</b>	The use of language and detail in a text appropriate for its purpose, audience and context; a register suited to one kind of text may be inappropriate in another; the composer makes deliberate choices when constructing a text in relation to the language, subject matter, and the role and relationship with the audience, for example, the degree of formality or informality for a particular purpose or in a particular social situation.	Queensland Essential English Syllabus 2019	Module Content and Assessment
<b>relevant</b>	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	Module Content and Assessment
<b>represent</b>	Use words, images, symbols or signs to convey meaning.	ACARA English Glossary	Module Content and Assessment
<b>representation</b>	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	Module Content and Assessment
<b>respond to</b>	Provide an answer; reply.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	Module Content and Assessment

<b>select</b>	Choose in preference to another or others; pick out.	Queensland Literacy Syllabus 2018	Assessment
<b>sequence</b>	Place in a continuous or connected series; arrange in a particular order.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>specific</b>	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	Module Content and Assessment
<b>Standard Australian English</b>	Standard Australian English (SAE); the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English	Queensland Literacy Syllabus 2018	Module Content
<b>structure</b>	Verb: Give a pattern, organisation or arrangement to; construct or arrange according to a plan.  Noun: In English, an 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	Module Content and Assessment
<b>structured</b>	Arranged in a given organised sequence so as to produce a desired result	Queensland Literacy Syllabus 2018	Module Content and Assessment

<b>subject matter</b>	Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with this course.	Queensland Essential English Syllabus 2019	Module Content and Assessment
<b>subtle</b>	Fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious.	Queensland Essential English Syllabus 2019	Assessment
<b>supported</b>	Corroborated; given greater credibility by providing evidence.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>symbolise</b>	Represent or identify by a symbol or symbols.	Queensland Literacy Syllabus 2018	Module Content
<b>texts</b>	In this course texts refer to oral, written and multimodal. 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	Module Content and Assessment
<b>textual conventions</b>	See conventions and mode appropriate features.		Module Content and Assessment
<b>text structure/s</b>	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 and 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	Module Content and Assessment

<p><b>text types</b></p>	<p>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.</p> <p><b>Analytical texts</b>  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.</p> <p><b>Imaginative texts</b>  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.</p> <p><b>Interpretive texts</b>  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.</p> <p><b>Persuasive texts</b>  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.</p>	<p>ACARA English Glossary</p>	<p>Module Content and Assessment</p>
<p><b>thoroughly</b></p>	<p>Carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely.</p>	<p>Queensland Essential English Syllabus 2019</p>	<p>Assessment</p>

<b>topic</b>	A division of, or sub-section within, a module; all topics/sub-topics within a module are interrelated.	Queensland General English Syllabus 2019	Module Content
<b>uneven</b>	Unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced.	Queensland Literacy Syllabus 2018	Assessment
<b>use</b>	Operate or put into effect; apply knowledge or rules to put theory into practice.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>values</b>	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	Module Content and Assessment
<b>variable</b>	apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain.	Queensland Literacy Syllabus 2018	Assessment
<b>viewing</b>	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	Module Content
<b>with expression</b>	In words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication	Queensland Essential English Syllabus 2019	Assessment
<b>write</b>	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens or word processors; and/or using drawings, models or photos to represent text; and/or using a scribe to record responses or produce recorded responses.	ACARA English Glossary	Module Content and Assessment

## Appendix 6 – Text Requirements

In the *English Inquiry* Level 2 course, text selection is a school-based decision and should reflect the interests and needs of learners.

Texts are referred to in this course as oral, written and multimodal.

Texts selected for study in *English Inquiry* Level 2 must be unique to each module.

In each module, learners will engage in the study of at least three texts of differing types appropriate to the course content, level of complexity and course standards.

Learners will study:

- one (1) text
- at least two (2) texts of different types which may be short texts or extracts.

### Learner self-selected texts

Through inquiry learning, learners will select their own texts as part of the learning process appropriate to the focus, content and standards in each module.

### Text selection

- Australian texts must be included in each module.
- Providers must enable learners opportunities to engage with a wide range of texts to encourage their development as language learners and users.
- The texts selected must be contemporary, engaging and accessible for level two learners.
- There must be a range and balance in the texts that learners read, listen to and view.
- Learners must be given the opportunity to study contemporary popular culture texts, media texts, creative expressive texts, informative and persuasive texts and affiliative and collaborative texts, or workplace texts.
- Texts selected for the course of study may also be narrative, reflective, interpretive, procedural, persuasive, informative, creative, technical, regulatory or descriptive texts in complete form or extracts.

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

- texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- different places and cultures, including the Asia–Pacific region
- texts with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- literary texts.

N.B The following information is represented in the proposed *English Inquiry* Level 2 course document for the purpose of course consultation only for the purpose of exemplification. It will be represented and adapted in Years 9 to 12 Learning curriculum resources.



## Additional examples of contemporary text types

Creative expressive texts	Informative and persuasive texts	Affiliative and collaborative texts or workplace texts
<ul style="list-style-type: none"> <li>• Film (fiction, non-fiction, experimental; feature, short micro; cinema, DVD or straight-to-web release)</li> <li>• TV episode (free-to-air or streamed); or series straight to web/YouTube</li> <li>• Webisodes</li> <li>• Animation (long or short, fiction, nonfiction or experimental; free-to-air or streamed)</li> <li>• Games</li> <li>• Webcomics</li> <li>• Music videos, lyrics</li> <li>• Fan fiction, fanzines, fan videos</li> <li>• Sampling, mashups and modding</li> </ul>	<ul style="list-style-type: none"> <li>• Blogs and Vlogs</li> <li>• Podcasts</li> <li>• TED Talks</li> <li>• Photographic essays</li> <li>• Websites and pages</li> </ul>	<ul style="list-style-type: none"> <li>• Facebook, Myspace, Instagram, TikTok)</li> <li>• E-mail</li> <li>• SMS, Twitter</li> <li>• Message boards, chat rooms</li> <li>• Forums</li> <li>• Game clans/Fan clans</li> <li>• Collaborative games</li> <li>• Collaborative platforms (such as Wikipedia or Googledocs)</li> </ul>

## Appendix 7 – Transdisciplinary Connections

N.B. The following information is represented in the proposed *English Inquiry* Level 2 course document for the purpose of course consultation only for the purpose of exemplification. It will be represented and adapted in Years 9 to 12 Learning curriculum resources.

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

The texts, topic, idea or issue selected for each module must be different across the three modules in this course.

Transdisciplinary connections with the English discipline are made through ideas, issues, perspectives, texts and contexts. In English, the way a message is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding.

This course acknowledges material provided by New South Education Standards Authority (NESA) English Studies Stage 6 Syllabus 2017 adapted in the module electives described below.

## Core Module 1: Contemporary popular culture texts

In this module students will learn to make transdisciplinary connections between contemporary popular culture texts and ideas from other disciplinary areas.

### *Suggestions:*

Contemporary popular culture texts and reality television, identity, symbolism, gender, race, youth, sports, travel and tourism, food, family, technology and media, the arts, the sciences, Steam, crime fiction, science fiction, law, health and fitness.

For example, the representation of specific aspects of:

- travel and tourism, food, housing and design, health and wellbeing a in 'reality' television programs
- science, law, justice, real crime in crime fiction
- STEM in science fiction
- work and work relationships, family, leisure and education in situation comedy.

## Core Module 2: Australian stories that matter

Module 2 enables connections through the Australian Curriculum: General Capability Ethical Understanding.

In this module learners will learn to make transdisciplinary connections between English and other learning areas through ethical understanding and the representation of ethical ideas and issues.

### *Suggestions:*

Australian Curriculum core ethical ideas and issues: justice, equity, fairness, respect, right and wrong, freedom, truth, identity, empathy, kindness and mistreatment.

- fake news
- inspirational people and stories of overcoming adversity
- ethical sustainable practices in the workplace and the community
- exploring ideas, rights, obligations, and ethical principles regarding habitat loss, animal welfare etc.
- the changing nature of work and work safety and responsibilities
- **English in sport:** learners develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to sport.
- **English and the experience of travel:** Learners develop understanding and proficiency in the use of language related to travel. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to tourism and travel.
- **English and food literacy:** Learners develop understanding and proficiency in the use of language related to food. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to food literacy and the representation of food and nutrition information in the media.
- **English and the web-based communication:** Learners develop understanding and proficiency in the use of language related to web-based communication. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to society and individuals in the digital age.

- **English and the sciences/STEM:** Learners develop understanding of, and proficiency in, the use of language related to science/STEM and the representation of science/STEM in our world. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to science/STEM.
- **English and HASS:** Learners develop understanding of, and proficiency in, the use of language related to HASS. They analyse, discuss, respond to and assess ethical ideas and issues and topics related to human rights past and present.

Exemplar television episodes:

- *You Can't Ask That*, Television Series ABC iview
- *Who do you think you are?* Documentary SBS
- *Julia Zemiro's Home Delivery*, Documentary ABC iview
- *Anh's Brush with Fame*, Arts Talk ABC iview
- *Australian Story*, Documentary ABC iview

### Core Module 3: Representations of social issues in texts

In this module students will learn to make transdisciplinary connections between English and other learning areas through the representation of social issues in Australia and use inquiry skills and processes relevant to their stage of learning. This module builds on the concepts of representation, argument and context.

*Suggestions:*

- Women's rights,
- Aboriginal and Torres Strait Islanders: Australia's First Peoples,
- Homelessness,
- bullying and harassment,
- Equal Love: LGBTI rights,
- valuing multiculturalism
- seeking protection for refugees and asylum seekers
- **English and community life:** Learners consider how social issues are represented in their local community.
- **English in sport:** Learners consider how social issues are represented in recreational and professional sport at a local, national and international level.
- **English and social media:** Learners consider how social issues are represented in social media.
- **English and the language of song:** Learners consider how social issues are represented in the language of song/ music videos.
- **English and HASS:** Learners consider how social issues are represented in HASS.

## Appendix 8 – Models of inquiry

N.B The following information is represented in the proposed *English Inquiry* Level 2 course document for the purpose of course consultation only for the purpose of exemplification. It will be represented and adapted in Years 9 to 12 Learning curriculum resources.

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.

- In Modules 1 and 2, in consideration of the interests and needs of the learners, providers will determine how inquiry-based learning is implemented – model and duration.
- Module 3 as the culminating module will integrate a negotiated inquiry (individual) within the context of an integrated or shared inquiry, tied to the focus of the module to enable student agency. The negotiated inquiry will comprise approximately 20 per cent of the module time.

The *Learning Processes* identified in the New South Education Standards Authority (NESA) Textual Concepts provide a pedagogical means of implementing a shared or integrated inquiry: Understanding, Engaging Personally, Connecting, Engaging Critically, Experimenting and Reflecting.

The models of inquiry outlined below have been adapted from Wilson, J. and Wing, L, 2009, *Focus on Inquiry: A practical approach to curriculum planning* Second edition, Curriculum Corporation, Victoria, Australia.

### 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 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.

### 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, it may be determined by the teacher and/or negotiated with learners.

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.

### 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 and seek solutions and perspectives and then propose ideas related to a local, school or global issue.