



# Transdisciplinary Projects

English

English Inquiry 3  
COURSE DOCUMENT

PHASE 4  
DRAFT FOR  
CONSULTATION



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## English Inquiry, 150 hours – Level 3

This course is the Level 3 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 3 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:

- making connections between texts<sup>†</sup>, context, purpose and audience.
- accessing, integrating, and synthesising information
- applying critical and creative thinking strategies and ethical and intercultural understanding to ideate, analyse, evaluate, communicate and shape meaning
- responding to and creating a range of text<sup>†</sup> types
- producing an independent inquiry
- presenting and reflecting on their learning experiences.

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

## Rationale

English empowers learners as dynamic and effective participants in all aspects of their lives. It helps create confident communicators, imaginative thinkers and informed citizens.

*English Inquiry* Level 3 is the study of English which engages learners in transdisciplinary learning through an inquiry approach. Learners use a range of processes to ideate, design, plan, act, reflect and communicate their learning.

The course focuses on consolidating and refining the skills and knowledge needed by students to become competent, engaged users of English in contemporary contexts. It is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course refines students' language, literacy and literary skills enabling them to communicate successfully in a range of modes and to enjoy and value using language for imaginative and practical purposes.

Learners analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

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

1. Use accurate and effective language to express and develop ideas
2. Apply clear communication skills through reading, writing, listening, speaking and representing
3. Understand ways in which language is used to influence and engage different audiences
4. Create oral, written and multimodal texts that communicate ideas, points of view and/or perspectives on ideas and issues
5. Apply inquiry skills and processes to learn through the study of English
6. Examine the ways that points of view are presented in texts<sup>†</sup> for different purposes and contexts
7. Examine the ways that perspectives are presented in texts<sup>†</sup>
8. Investigate and experiment with different ways of representing an issue.

<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 
- 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 3 is a transdisciplinary course exploring differing points of view and perspectives on social, national and global issues through contemporary Australian texts. It aims to consolidate and refine students' skills, knowledge and understanding of English. The course is designed to provide students with the skills to succeed in a range of post-secondary pathways by developing their language, literacy and literary skills. Students independently inquire, design, analyse and create a range of texts in a range of forms.

## Pathways

*English Inquiry* Level 3 enables sequential learning continuity from:

- Years 9 to 10 Australian Curriculum English
- The proposed *English Inquiry* Level 2 course.

*English Inquiry* Level 3 enables sequential learning continuity to:

- tertiary pathways and other education and learning and workplace pathways.

## Course Requirements

### Access

- There are no access restrictions for entry into this course.
- The proposed *English Inquiry* Level 3 course builds on the proposed *English Inquiry* Level 2 course. The level of complexity of the proposed *English Inquiry* Level 3 course increased from the proposed *English Inquiry* Level 2 course.

### Resource requirements

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

## Course Structure and Delivery

### Structure

This course consists of three 50-hour modules.

- Core Module 1: Point of view in argument and narrative texts
- Core Module 2: Perspectives on social, national, or global issues in texts
- Core Module 3: Independent Inquiry.

## 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 in each of the three modules in this course.

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

- In Modules 1 and 2 providers will determine how inquiry-based learning is implemented, taking into consideration the interests and needs of the learners.
- Module 3 constitutes an externally-assessed independent inquiry tied to the focus of the module. The independent inquiry will comprise approximately 40 per cent of the module time.

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

## Course Content

### Module 1 Point of view in argument and narrative texts<sup>†</sup>

This module introduces the English concepts of point of view, argument and narrative.

It is important to note in the study of English, point of view and perspectives are not synonymous. In this course, 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.

The transdisciplinary learning focus: Learners explore how point of view works as a persuasive and literary device through thematic concerns across different learning areas and/or contexts.

See Appendix 7 for suggested transdisciplinary connections.

### Texts<sup>†</sup>

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

On successful completion of this module, learners will be able to:

1. use accurate and effective language to express and develop ideas
2. apply clear communication skills through reading, writing, listening, speaking and representing
3. understand ways in which language is used to influence and engage different audiences
4. create oral, written and multimodal texts that communicate ideas, points of view and/or perspectives on ideas and issues
5. apply inquiry skills and processes to learn through the study of English
6. examine the ways that points of view are presented in texts<sup>†</sup> for different purposes and contexts.

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

### Module 1 Content

Module 1 focuses on exploring different points of view presented in a range of texts<sup>†</sup> and contexts.

Learners explore values, attitudes, text structures and language features to understand a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes and types of texts<sup>†</sup>, and their impact on meaning.

Learners consider how values are presented in texts<sup>†</sup> to influence specific audiences. They use other readings and articulate reasoned and persuasive arguments to develop and justify their own interpretations when responding to texts<sup>†</sup>. Students learn how to communicate logically, persuasively and imaginatively in different contexts and for different purposes, using a variety of types of texts<sup>†</sup>.

Students will learn:

### *Key knowledge*

- the ideas, themes and points of view presented in texts<sup>†</sup>
- the ways different points of view and values are presented in texts<sup>†</sup>
- inquiry skills and learning processes
- multimodal features and media
- the features of creative responses (written, spoken and multimodal), including structure, conventions and language
- the conventions of referencing, spelling, punctuation and syntax of Standard Australian English
- the conventions of discussion and oral presentations
- the process of planning, drafting, revising, editing and proofreading written work and presenting for clarity.

How to consider how different points of view and values are presented in texts<sup>†</sup> including:

- the relationships between context, purpose and audience, and the impact on meaning in social, community and workplace texts <sup>†</sup>
- the use of narrative techniques, mediums, types of texts<sup>†</sup>, text structures and language features.

### *Key skills*

How to use strategies and skills for comprehending texts<sup>†</sup> including:

- distinguishing different points of view about the main ideas in texts <sup>†</sup>
- identifying facts, opinions, supporting evidence and bias
- understanding the way attitudes and values are represented
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience.

How to use information for specific purposes and contexts by:

- gathering different points of view
- categorising and integrating ideas and information about specific themes or ideas
- understanding ethical research practices.

How to create a range of texts<sup>†</sup>:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies
- selecting text<sup>†</sup> structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.

How to inquire, communicate and interact by:

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



## 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 3 extended response(s) 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 - Perspectives on social, national or global issues in texts

This module introduces the English concepts of perspective, context and representation and builds on point of view and argument and narrative. It is important to note in the study of English, point of view and perspectives are not synonymous. In this course, perspective is a lens through which we learn to see the world: it shapes what we see and the way we see it. Readers and viewers may be positioned to accept or reject particular perspectives.

The transdisciplinary learning focus: Learners explore perspectives on social, national or global issues in texts<sup>†</sup> across different learning areas and/or contexts. See Appendix 7 for suggested transdisciplinary connections.

## Texts<sup>†</sup>

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

On successful completion of this module, learners will be able to:

1. use accurate and effective language to express and develop ideas
2. apply clear communication skills through reading, writing, listening, speaking and representing
3. understand ways in which language is used to influence and engage different audiences
4. create oral, written and multimodal texts that communicate ideas, points of view and/or perspectives on ideas and issues
5. apply inquiry skills and processes to learn through the study of English
7. examine the ways that perspectives are presented in texts<sup>†</sup>.

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

## Module 2 Content

Learners explore how ideas, attitudes and values are presented by synthesising information from a range of sources to understand different perspectives. They analyse the ways in which authors influence and position audiences. By exploring different perspectives, they may confirm, challenge or modify readings of texts<sup>†</sup>. They develop reasoned responses to these in a range of text<sup>†</sup> forms for a variety of audiences.

Learners construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. They consider intended purpose and audience response when creating their own persuasive, analytical, imaginative and interpretive texts<sup>†</sup>.

Students will learn:

### *Key knowledge*

- the arguments, ideas, issues and perspectives presented in texts<sup>†</sup>
- inquiry skills and learning processes
- the persuasive use of language and persuasive techniques
- the features of analytical responses to texts<sup>†</sup> that present an argument
- the features of written, spoken and multimodal texts used by authors to position audiences
- the conventions of referencing, spelling, punctuation and syntax of Standard Australian English
- the conventions of discussion, oral presentations.

How to consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts<sup>†</sup>
- the use of mediums, types of texts<sup>†</sup>, text<sup>†</sup> structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs
- how some points of view are privileged while others are marginalised or silenced, for example, the unreliable narrator in fiction and film.

### *Key skills*

How to use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts<sup>†</sup> and explaining points of view and implications
- evaluating the evidence upon which different views are based
- explaining how texts<sup>†</sup> use language to appeal to the beliefs, attitudes and values of an audience
- reflecting on the way ideas and information are presented in texts<sup>†</sup>.

How to use information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material
- determining the relevance of source material to the context and topic
- employing ethical research practices such as acknowledging sources and avoiding plagiarism and collusion.

How to create a range of texts:

- expressing perspectives about an idea, issue or event in a range of mediums and digital technologies
- integrating text<sup>†</sup> structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using an effective editing processes and appropriate referencing in the presentation of work.

How to inquire, communicate and interact by:

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

## 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 3 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 – Independent Inquiry

**Focus:** Learners will negotiate an independent inquiry exploring a range of ways of representing an authentic issue through a range of contemporary texts (oral, written, multimodal) across different learning areas and/or contexts.

Learners will:

- select **one** (1) prescribed issue: identity or sustainability (not previously studied in this course)
- select and study **one** prescribed English text from the prescribed list on **one** of the prescribed issues
- self-select three (3) texts in different forms and media on one of the prescribed issues, appropriate to the module focus, level of complexity and course standards
- 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.

Learners will:

- engage critically and creatively in transdisciplinary learning through an inquiry approach
- negotiate an inquiry focus/question in line with the prescribed issue
- use a range of inquiry skills and processes to develop and communicate their learning
- establish and meet agreed time frames.

Learners will provide evidence of their learning throughout the stages of their inquiry through:

- a folio of texts for external assessment
- a study journal developed during the development of the folio
- a multimodal presentation developed and presented after the submission of the folio.

The Folio: Independent Inquiry will constitute an independent inquiry comprising:

- a reflective statement
- a comparative analysis – representation of issues (point of view, perspective and text features)
- a persuasive response – learners' points of view and other perspectives on the prescribed issue
- a creative response – narrative argument.

The nature of the tasks, size (word count or equivalent), format and other requirements for the folio tasks are given in the TASC-issued Folio Guidelines for the relevant year of study.

## Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. use accurate and effective language to express and develop ideas
2. apply clear communication skills through reading, writing, listening, speaking and representing
3. understand ways in which language is used to influence and engage different audiences
4. create oral, written and multimodal texts that communicate ideas, points of view and/or perspectives on ideas and issues
5. apply inquiry skills and processes to learn through the study of English
8. investigate and experiment with different ways of representing an issue.

† texts (oral, written, and multimodal)

## Module 3 Content

In Module 3 learners' experiment with language, form and medium to deepen their understanding of the ways points of view and perspectives may be expressed in texts on a specific issue. They revisit and build on the content and learning from Modules 1 and 2, drawing together their learning on the concepts of perspective, point of view, argument, narrative, context and representation.

Students will learn:

### *Key knowledge*

- the arguments, ideas, issues, themes, points of view and perspectives presented in texts†
- the ways attitudes and assumptions are presented in texts†
- the ways different points of view and values are presented in texts†
- inquiry skills and learning processes
- narrative conventions and form
- multimodal features and media
- the persuasive use of language and persuasive techniques
- the features of creative responses (written, spoken and multimodal), including structure, conventions and language
- the features of comparative analysis: structure, conventions and language, including relevant metalanguage
- the features of written, spoken and multimodal texts used by authors to position audiences
- the features for creation of texts† that present an argument
- the conventions of referencing, spelling, punctuation and syntax of Standard Australian English
- the conventions of discussion and oral presentations
- the process of planning, drafting, revising, editing and proofreading written work and presenting for clarity.

### *Key skills*

- how to apply communication and presentation skills
- how to apply strategies and skills for comprehending texts
- how to apply inquiry skills and learning processes
- how to compare, explain, analyse and evaluate arguments, ideas, issues, themes, points of view and perspectives in texts†
- how to create a range of texts for different purposes, audiences and contexts
- how to use information for specific purposes and 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 requirement and 1 multimodal presentation.

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 3 will be based on the degree to which the learner can:

1. apply and control language effectively\*
2. apply communication skills effectively through reading, writing, listening, speaking and representing\*
3. analyse the ways language is used to position audiences\*
4. create a range of oral, written and multimodal texts\*
5. apply inquiry skills and processes effectively
6. examine the representation of point of view in texts<sup>†</sup>
7. analyse the ways that perspectives are presented in texts<sup>†</sup>
8. investigate representations of point of view and perspective in texts<sup>†\*</sup>

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

\* Denotes criteria that are both internally and externally assessed.

## Standards

Criterion I: apply and control language effectively\*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – language control	controls grammatical conventions, punctuation and spelling to achieve clarity	controls and accurately uses grammatical conventions, punctuation and spelling	sustains control and accurately uses grammatical conventions, punctuation and spelling to achieve effect
E2 – register	selects and use appropriate register, vocabulary and syntax to convey meaning	accurately uses register, vocabulary and syntax to convey meaning	accurately uses register, and sophisticated vocabulary and syntax to convey meaning
E3 – structure and cohesion	develops a text/response using logical organisational structures and cohesive devices	develops a text/response effectively, using logical organisational structures and cohesive devices	develops a text/response effectively, adapting and using logical organisational structures and cohesive devices
E4 – academic integrity	differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	clearly and accurately differentiates the information, images, ideas and words of others from the learner's own
E5–referencing	creates appropriate, structured reference lists and follows referencing conventions and methodologies; errors do not impede meaning.	creates appropriate, structured reference lists and follows referencing conventions and methodologies correctly.	creates appropriate, well-structured reference lists and follows referencing conventions and methodologies with a high degree of accuracy.

Criterion 2: apply communication skills effectively through reading, writing, listening, speaking and representing\*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – control of expression	communicates ideas demonstrating control of expression	communicates ideas demonstrating clear and concise expression	communicates ideas demonstrating fluency and sustained control of expression
E2 –Modes	uses different modes to convey meaning with variable control	uses and selects different modes for effect and to convey meaning	skilfully uses and selects different modes for effect and to enhance meaning
E3 – integrates modes	combines modes to communicate intended meaning with variable control	effectively integrates modes to coherently communicate intended meaning	effectively and creatively integrates modes to coherently communicate intended meaning
E4 - presentation	uses content, communication style and language, appropriate to purpose.	effectively uses and selects relevant content, communication style and language, appropriate to purpose.	effectively and skilfully uses and selects relevant content, communication style and language, appropriate to purpose.

Criterion 3: analyse the ways language is used to position audiences\*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – analyses text structures and features	explains how text structures and language features are used to achieve particular purposes and effects	analyses how text structures and language features are used to achieve particular purposes and effects	evaluates how text structures and language features are used to achieve particular purposes and effects
E2 –analyse the connections between language, context and meaning	explains connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning	analyses connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning	evaluates connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning



E3 – point of view and response	explains how points of view are represented in texts <sup>†</sup> to engage or persuade an audience	analyses how points of view are represented in texts <sup>†</sup> to engage or persuade an audience	critically analyses how points of view are represented in texts <sup>†</sup> to engage or persuade an audience
E4 – perspectives and response	explains how perspectives are represented in texts <sup>†</sup> to engage or persuade an audience.	analyses how perspectives are represented in texts <sup>†</sup> to engage or persuade an audience.	critically analyses how perspectives are represented in texts <sup>†</sup> to engage or persuade an audience.

Criterion 4: create a range of oral, written and multimodal texts<sup>†\*</sup>

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – creating texts <sup>†</sup>	creates texts <sup>†</sup> in different modes for different contexts, purposes and audiences	creates effective texts <sup>†</sup> in different modes for different contexts, purposes and audiences	creates sophisticated, sustained and coherent texts <sup>†</sup> in different modes for different contexts, purposes and audiences
E2 – using language features, text structures and forms	selects language features, text structures and forms appropriately, to engage and persuade audiences	makes considered selection of language features, text structures and forms effectively to engage and persuade audiences	makes discerning selection of language features, text structure, and forms to engage and persuade audiences
E3 – constructing an argument	constructs a clear argument, supported by relevant evidence and examples	constructs a coherent and logical argument, consistently supported by relevant evidence and examples	constructs a compelling and coherent argument, comprehensively supported by relevant evidence and examples
E4 – planning, editing and reviewing	plans, drafts, proofreads and reviews own responses appropriately.	plans, drafts, proofreads, reviews and refines own responses appropriately.	plans, drafts, edits, evaluates and refines own responses effectively.

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



Criterion 5: apply inquiry skills and processes effectively

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – inquiry skills	applies inquiry skills and processes to critically and creatively engage with and respond to all aspects of the inquiry	applies inquiry skills and processes competently, to critically and creatively engage with and respond to all aspects of the inquiry	applies inquiry skills and processes effectively, to critically and creatively engage with and respond to all aspects of the inquiry
E2 – using information	researches and locates relevant information, and uses it for different contexts, purposes and audiences	researches widely and locates relevant information, and uses it appropriately for different contexts, purposes and audiences	researches widely and independently, locating relevant information, and uses it effectively for different contexts, purposes and audiences
E3 – reflection and metacognition	reflects on, and explains thinking about choices, strategies and actions taken	reflects on, and clearly explains thinking, about choices, strategies and actions taken	reflects on, and clearly explains and justifies thinking about, choices, strategies and actions taken
E4 – time management	meets specified/ negotiated timelines and addresses most task requirements.	meets specified/ negotiated timelines and addresses all task requirements.	effectively meets specified/negotiated timelines and addresses all task requirements comprehensively.

Criterion 6: examine the representation of point of view in texts<sup>†</sup>

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – attitudes and values	explains attitudes and values represented in texts <sup>†</sup> , supported by evidence from texts	analyses underlying attitudes and values represented in texts, supported by evidence from texts	critically analyses underlying attitudes and values represented in texts, supported by extensive evidence from texts
E2 – design, and perception of subject matter	explains how composers' express points of view in texts <sup>†</sup>	analyses how composers' express points of view in texts <sup>†</sup>	evaluates how composers' express points of view in texts <sup>†</sup>

E3 – critical thinking	discusses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>	analyses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>	critically analyses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>
E4 – shapes meanings	explains how point of view works as a persuasive and literary device in different texts <sup>†</sup> .	analyses how point of view works as a persuasive and literary device in different texts <sup>†</sup> .	evaluates how point of view works as a persuasive and literary device in different texts <sup>†</sup> .

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

Criterion 7: analyse the ways that perspectives are presented in texts<sup>†</sup>

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – analysing issues and perspectives	discusses central ideas, issues and perspectives in texts supported by evidence from texts <sup>†</sup>	analyses central ideas, issues and perspectives in texts supported by evidence from texts <sup>†</sup>	evaluates central ideas, issues and perspectives in texts supported by extensive evidence from texts <sup>†</sup>
E2 – ethical understanding	discusses the social, moral and ethical positions represented in texts <sup>†</sup>	analyses the social, moral and ethical positions represented in texts <sup>†</sup>	evaluates the social, moral and ethical positions represented in texts <sup>†</sup>
E3 – audience positioning	explains how audiences are positioned to accept or reject particular perspectives.	analyses how audiences are positioned to accept or reject particular perspectives.	critically analyses how audiences are positioned to accept or reject particular perspectives.

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

Criterion 8: investigate representations of point of view and perspective in texts<sup>†\*</sup>

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – reflection	reflects on and explains own representations and responses to issues in texts <sup>†</sup>	reflects on and analyses own representations and responses to issues in texts <sup>†</sup>	reflects on and evaluates own representations and responses to issues in texts <sup>†</sup>

E2 – comparative analysis of representation of issues in texts†	compares texts† by explaining different points of view, perspectives and multimodal features	compares texts† by analysing different points of view, perspectives and multimodal features	compares texts† by evaluating different points of view, perspectives and multimodal features
E3 – argument in own texts†	represents points of view and perspectives by making appropriate use of persuasive techniques, language features, form and mode	represents points of view and perspectives by making innovative use of persuasive techniques, language features, form and mode for effect	represents points of view and perspectives by skilfully manipulating persuasive techniques, language features, form and mode for effect
E4 – narrative as argument	represents points of view and perspectives in narratives by, making appropriate use of theme, language features, narrative conventions, form and mode.	represents points of view and perspectives in narratives by, making effective use of theme, language features, narrative conventions, form and mode.	represents points of view and perspectives in narratives by, skilfully manipulating theme, language features, narrative conventions, form and mode.

† texts (oral, written, and multimodal)

## Quality Assurance

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

## Qualifications and Award Requirements

### Level 3

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

#### HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

#### COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

#### SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' ratings from external assessment)

#### PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings 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.

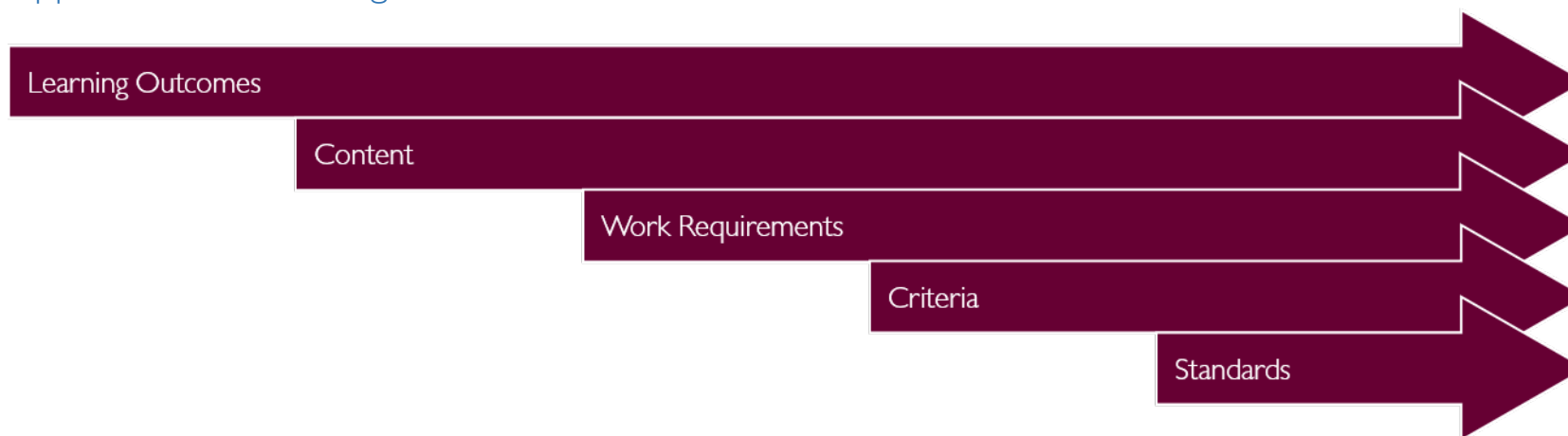
## Course Developer













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, 5	GC:  
2. Apply clear communication skills through reading, writing, listening, speaking and representing	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3, 4	GC:  
3. Understand ways in which language is used to influence and engage different audiences	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:  
4. Create oral, written and multimodal texts that communicate ideas, points of view and/or perspectives on ideas and issues	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3, 4	GC:  
5. Apply inquiry skills and processes to learn through the study of English	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3, 4	GC:  
6. Examine the ways that points of view are presented in texts <sup>†</sup> for different purposes and contexts	Module 1	Module 1	C 6	E 1, 2, 3, 4	GC:  

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
7. Examine the ways that perspectives are presented in texts <sup>†</sup>	Module 2	Module 2	C 7	E 1, 2, 3	GC:  
8. Investigate and experiment with different ways of representing an issue	Module 3	Module 3	C 8	E 1, 2, 3, 4	GC:  

## Appendix 2 - Alignment to Curriculum Frameworks

*English Inquiry* Level 3 aligns with course content contained in:

- Senior Secondary Australian Curriculum: *Essential English* Units 3-4

Representation of Senior Secondary Australian Curriculum: *Essential English* Unit 3

All Unit 3 content descriptors are articulated in the course content.

On one occasion, content descriptors have been amalgamated as evidenced through the representation and allocation of content codes below.

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts (ACEEEE029)
- identifying facts, opinions, supporting evidence and bias (ACEEEE030)
- understanding the way attitudes and values are represented (ACEEEE031)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (ACEEEE032)

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose and audience, and the impact on meaning in social, community and workplace texts (ACEEEE033)
- the use of narrative techniques, mediums, types of texts, text structures and language features. (ACEEEE034) ACEEEE035)

Using information for specific purposes and contexts by:

- gathering different points of view (ACEEEE036)
- categorising and integrating ideas and information about specific themes or ideas (ACEEEE037)
- understanding ethical research practices. (ACEEEE038)

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (ACEEEE039)
- selecting text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes (ACEEEE040)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEEE041)
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. (ACEEEE042)

Representation of Senior Secondary Australian Curriculum: *Essential English* Unit 4

All Unit 4 content descriptors are articulated in the course content.

Use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts and explaining points of view and implications (ACEEEE043)
- evaluating the evidence upon which different views are based (ACEEEE044)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEEE045)

- reflecting on the way ideas and information are presented in texts. (ACEEEE046)

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts (ACEEEE047)
- the use of mediums, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs (ACEEEE048)
- how some points of view are privileged while others are marginalised or silenced, for example, the unreliable narrator in fiction and film. (ACEEEE049)

Using information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material (ACEEEE050)
- determining the relevance of source material to the context and topic (ACEEEE051)
- employing ethical research practices such as acknowledging sources and avoiding plagiarism and collusion. (ACEEEE052)

Create a range of texts:

- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies (ACEEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign (ACEEEE054)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEEE055)
- using an effective editing processes and appropriate referencing in the presentation of work. (ACEEEE056)

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement:** Work Requirement 1: Module 1: Point of view in argument and narrative texts<sup>†</sup>.

**Mode/Format:** written: analytical response.

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

**Focus:** How composers use point of view to shape meaning

**Size:** suggested range a *maximum* of 1 200 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.

- Criterion 1: All Elements
- Criterion 3: Elements 1, 3
- Criterion 5: Element 2
- Criterion 6: Elements 1, 2, 3



**Focus Area:** Transdisciplinary Projects.

**Title of Work Requirement: Work Requirement 2:** Module 1: Point of view in argument and narrative texts<sup>†</sup>.

**Mode /Format:** multimodal: creative or imaginative response

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

**Size:** suggested range a *maximum* of 1 200 words or 4 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.

- Criterion 2: Elements 1, 2, 3
- Criterion 4: Elements 1, 2, 4
- Criterion 5: Element 1

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement: Work Requirement 3:** Module 1: Point of view in argument and narrative texts<sup>†</sup>.

**Mode /Format:** oral/multimodal or written: argument – persuasive response

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

**Focus:** Evaluation of the ways point of view works as a persuasive and literary device in different text types.

**Size:** suggested range a *maximum* of 1 200 words or 4 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.

- Criterion 1: Elements 1, 2, 3
- Criterion 3: Element 2
- Criterion 4: Elements 2, 3
- Criterion 6: Elements 2, 3, 4

## Module 2 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement: Work Requirement 1:** Module 2: Perspectives on social, national or global issues in texts<sup>†</sup>.

**Mode/Format:** written: analytical response

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

**Focus:** an analysis of the representation of an issue in different texts

**Size:** suggested range a *maximum* of 1 200 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.

- Criterion 1 All Elements
- Criterion 3 Elements 1, 4
- Criterion 4 Elements 1, 2, 4
- Criterion 5 Element 2
- Criterion 7 Elements 1, 3

**Focus Area:** Transdisciplinary Projects

**Title of Work Requirement: Work Requirement 2:** Module 2: Perspectives on social, national or global issues in texts<sup>†</sup>.

**Mode/Format:** Multimodal: creative response

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

**Size:** suggested range a *maximum* of 1 200 words or 4 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.

- Criterion 1 Element 3
- Criterion 2 Elements 1, 2, 3
- Criterion 4 Elements 1, 2, 3

**Title of Work Requirement: Work Requirement 3:** Module 2: Perspectives on social, national, or global issues in texts<sup>†</sup>.

**Mode/Format:** written or multimodal: Argument

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

**Focus:** construct an argument on an issue which synthesises a range of ideas and perspectives

**Size:** suggested range a *maximum* of 1 200 words or 4 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.

- Criterion 1 All Elements
- Criterion 2 Elements 2, 3 – if multimodal
- Criterion 4 All Elements
- Criterion 5 Element 4
- Criterion 7 Elements 1, 2

### Module 3 Work Requirements Specifications

**Focus Area:** Transdisciplinary Projects

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

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

**Description:** A Folio aligned to the module description.

**Size:** suggested range a *maximum* of 6 200 words inclusive of four minutes multimodal.

**Timing:** 35 hours including class time.

**External agencies:** The Office of Tasmanian Assessment, Standards and Certification

**Relevant Criteria:**

- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 4
- Criterion 5
- Criterion 8

**Relationship to External Assessment:** The Folio is externally assessed.

**Focus Area:** Transdisciplinary Projects

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

**Mode/Format:** oral or multimodal: presentation

**Description:** A presentation of the output of the Folio.

**Size:** suggested range a *maximum* of four minutes multimodal.

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

**External agencies:** Not Required

**Relevant Criteria:**

- Criterion 2 Elements 1, 3
- Criterion 4 Elements 1, 2
- Criterion 5 Element 1

## 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>accuracy</b>	The condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty.	Queensland General English Syllabus 2019	Assessment
<b>accurate</b>	Precise and exact; to the point; consistent with, or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details.	Queensland General English Syllabus 2019	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.	Texts
<b>analyse</b>	Identify components and the relationship between them; draw out and relate implications.	Government of Western Australia School Curriculum and Standards Authority English Glossary	Assessment
<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>clarify</b>	Make clear or intelligible; explain; make a statement or situation less confused and more comprehensible.	Queensland General English Syllabus 2019	Assessment
<b>clearly</b>	In a clear manner; plainly and openly, without ambiguity.	ACARA English Glossary	Assessment
<b>coherent</b>	Orderly, logical and internally consistent relation of parts.	ACARA English Glossary	Assessment
<b>cohesion</b>	Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').	ACARA English Glossary	Assessment
<b>cohesive</b>	Characterised by being united, bound together or having integrated meaning; forming a united whole.	Queensland General English Syllabus 2019	Assessment
<b>cohesive devices</b>	Features of vocabulary, syntax and grammar that bind different parts of a text together; examples include connectives, ellipses, synonyms; in multimodal texts examples include establishing shots in films and icons for links on web pages.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>communicate</b>	Convey knowledge and/or understandings to others; make known; transmit.	Queensland General English Syllabus 2019	Module Content and Assessment

<b>compare</b>	Show how things are similar and different.	Government of Western Australia School Curriculum and Standards Authority English Glossary	Assessment
<b>competent</b>	Having suitable or sufficient skills, knowledge, experience, etc. For some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; acceptable and satisfactory, though not outstanding.	Queensland General English Syllabus 2019	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>comprehension strategies</b>	A set of processes used by readers to make meaning from texts. Key comprehension strategies include: <ul style="list-style-type: none"> <li>• activating and using prior knowledge</li> <li>• identifying literal information explicitly stated in the text</li> <li>• making inferences based on information in the text and their own prior knowledge</li> <li>• predicting likely future events in a text</li> <li>• visualising by creating mental images of elements in a text</li> <li>• summarising and organising information from a text</li> <li>• integrating ideas and information in texts</li> <li>• critically reflecting on content, structure, language and images used to construct meaning in a text.</li> </ul>	ACARA English Glossary	Module Content
<b>comprehensively</b>	Wide-ranging; detailed and thorough, including all that is relevant.	Queensland General English Syllabus 2019	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>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>	Shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds.	Queensland General English Syllabus 2019	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>creative</b>	Resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas.	Queensland General English Syllabus 2019	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, graphic novels/comics), which 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</b>	Involving skilful judgment as to truth, merit, etc; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>critically analyse</b>	It adds a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluate.  Critical analysis relates to critical literacy, which involves the questioning and examination of ideas and requires students to synthesise, analyse, interpret, evaluate and respond to texts.	Government of Western Australia School Curriculum and Standards Authority English Glossary	
<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 General English Syllabus 2019	Assessment
<b>detailed</b>	Executed with great attention to the fine points; meticulous; including many of the parts or facts.	Queensland General English Syllabus 2019	Assessment
<b>develop</b>	<i>In English:</i> begin to build an opinion or idea.	ACARA English Glossary	Assessment

<b>discerning</b>	Having or showing good judgement.	Oxford Language Dictionary	Assessment
<b>discuss</b>	Talk or write about a topic, taking into account different issues and ideas.	ACARA English Glossary	Assessment
<b>effect</b>	Selecting and using language features that promote a particular interpretation and reaction of an audience.	Adapted from the Cambridge English Dictionary	Assessment
<b>effective</b>	Successful in producing the intended, desired or expected result.	Queensland General English Syllabus 2019	Assessment
<b>evaluate</b>	Make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria.	Queensland General English Syllabus 2019	Assessment
<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>	<p>In this course exhibit is synonymous with presentation and sharing.</p> <p>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.</p> <p>An exhibition may take many forms or text types. Interacting with others is part of this process.</p> <p>Adjustments should be made based on learners' capabilities.</p>	<a href="https://www.edglossary.org/exhibition/">https://www.edglossary.org/exhibition/</a>	Module Content

<b>explain</b>	Make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information.	Queensland General English Syllabus 2019	Assessment
<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>fluently</b>	In a graceful and seemingly effortless manner; in a way that progresses smoothly and readily.	Queensland General English Syllabus 2019	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, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	Module Content and Assessment
<b>ideate</b>	To think of an idea or ideas.	Cambridge English Dictionary	Module Content
<b>independent</b>	Thinking or acting for oneself, not influenced by others.	Queensland General English Syllabus 2019	Module Content

<b>identify</b>	Establish or indicate who or what someone or something is.	ACARA English Glossary	Assessment
<b>innovative</b>	New and original; introducing new ideas; original and creative in thinking.	Queensland General English Syllabus 2019	Assessment

**inquiry skills and learning processes**

To be effective inquires students need to:

- identify what they want to know and what they can achieve
- pose researchable questions
- brainstorm/ideate
- locate appropriate sources of information
- gather, sort and organise information
- engage personally, making connections with texts and between texts
- engage critically – making judgements about texts and the ways they are constructed through basic analysis
- experimenting- applying knowledge and skills creatively and critically to develop deep understanding: experimenting with language, form, mode and medium to express ideas and opinions
- making decisions and putting ideas into action
- present information in appropriate ways
- reflect on what they have learned and the inquiry process
- apply their knowledge in new contexts.

In this course they do this through the key elements of transdisciplinary learning:

- engage and ideate
- connect and apply
- exhibit and reflect.

In turn inquiry skills are enacted and developed through the following learning processes:

- Understanding
- Connecting
- Engaging critically
- Engaging personally
- Reflecting
- Experimenting.

Focus on Inquiry Jeni Wilson and Lesly Wing Jan and the New South Wales Textual Concepts

Module Content and Assessment

<b>intended</b>	Designed; meant; done on purpose; intentional.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>interpret</b>	Use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>investigate</b>	Carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>issues</b>	Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader/audience to identify these.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary	Module Content and Assessment
<b>interpret</b>	Draw meaning from.	Government of Western Australia School Curriculum and Standards Authority	Module Content and Assessment
<b>justified</b>	Sound reasons or evidence are provided to support an argument, statement or conclusion.	Queensland General English Syllabus 2019	Assessment
<b>justify</b>	Give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable.	Queensland General English Syllabus 2019	Assessment

<b>language features</b>	<p>The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, 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>	ACARA English Glossary	Module Content and Assessment
<b>literary device</b>	<p>Literary devices are techniques that writers use to create a special and pointed effect in their writing, to convey information, or to help readers understand their writing on a deeper level.</p> <p>Often, literary devices are used in writing for emphasis or clarity. Authors will also use literary devices to get readers to connect more strongly with either a story as a whole or specific characters or themes.</p>	Hannah Muniz	Content and assessment
<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 General English Syllabus 2019	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 General English Syllabus 2019	Assessment
<b>manipulate</b>	Adapt or change to suit one's purpose.	Queensland General English Syllabus 2019	Assessment

<b>media</b>	Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.	ACARA English Glossary	Module Content and Assessment
<b>media texts</b>	Spoken, print, graphic or electronic communications with a public audience; they often involve numerous people in their construction and are usually shaped by the technology used in their production; media texts can be found in newspapers and magazines and on television, film, radio, computer software and the internet.	Queensland General English Syllabus 2019	Media Content
<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>	Include: <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, silence</li> <li>• non-verbal, e.g. facial expressions, gestures, proximity, stance, 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>multimodal features</b>	Linguistic – word choice; delivery of spoken or written text (tone); organization into sentences, phrases, paragraphs, etc; coherence of individual words and ideas. Visual – colour, layout, style, size, perspective Audio – music; sound effects; ambient noise/sounds; silence; tone; emphasis and accent of voice in spoken language; volume of sound. Spatial – arrangement, organization, proximity between people and objects. Gestural – facial expressions, hand gestures, body language, interactions between people.		Module Content and Assessment
<b>nuanced</b>	Showing a subtle difference or distinction in expression, meaning, response, etc; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value.	Queensland General English Syllabus 2019	Assessment
<b>obvious</b>	Clearly perceptible or evident; easily seen, recognised or understood.	Queensland General English Syllabus 2019	Assessment
<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>particular</b>	Distinguished or different from others or from the ordinary; noteworthy.	Queensland General English Syllabus 2019	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>persuasive techniques</b>	For example: <ul style="list-style-type: none"> <li>• appeals</li> <li>• colloquial language</li> <li>• connotations</li> <li>• emotive words</li> <li>• expert opinion</li> <li>• hyperbole</li> <li>• inclusive language</li> <li>• imagery</li> <li>• logic</li> <li>• metaphor, pun, simile</li> <li>• repetition</li> <li>• sarcasm</li> <li>• tone.</li> </ul>	VCE Media	Content and Assessment
<b>perspective</b>	Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. Readers and viewers may be positioned to accept or reject particular perspectives. Shared perspectives are markers of groups.	New South Wales Textual Concepts	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>positioning</b>	How texts influence responders to read in certain ways; responders are positioned or invited to construct particular meanings in relation to the characters, the arguments, or the groups in a text; a selection of techniques of composition influencing the responder to adopt a particular point of view and interpret a text in a particular way; composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language and other textual features that promote a particular interpretation and reaction.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>purposeful</b>	Having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>readings</b>	Reading practices or reading positions are adopted by individual readers/viewers to determine the meaning of a text. In this course there are three types of reading: <ul style="list-style-type: none"> <li>• An invited reading</li> <li>• A resistant reading</li> <li>• An alternative reading.</li> </ul>		Module Content
<b>refined</b>	Developed or improved so as to be precise, exact or subtle.	Queensland General English Syllabus 2019	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 degree of formality or informality of language used for a particular purpose or in a particular social setting.	ACARA English Glossary	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>review</b>	View or inspect again.	Oxford Dictionary	Assessment
<b>select</b>	Choose in preference to another or others.	ACARA English Glossary	Assessment
<b>skilful</b>	Having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced.	Queensland General English Syllabus 2019	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>sophisticated</b>	Of intellectual complexity; reflecting a high degree of skill, intelligence, etc; employing advanced or refined methods or concepts; highly developed or complicated.	Queensland General English Syllabus 2019	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>structure</b>	Text structure is used to organise information to suit the type of text and its purpose:  verb - give a pattern, organisation or arrangement to; construct or arrange according to a plan;  noun - in English, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions.	Queensland General English Syllabus 2019	Module Content and Assessment
<b>structured</b>	Arranged in a given, organised sequence.	ACARA English Glossary	Module Content
<b>supported</b>	Corroborated; given greater credibility by providing evidence		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>sustained</b>	Consistency maintained throughout.	ACARA English Glossary	Assessment
<b>syntax</b>	The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.	ACARA English Glossary	Module Content

<b>synthesise</b>	Combine different parts or elements (e.g.. information, ideas, components) into a whole, in order to create new understanding	Queensland Essential English Syllabus 2019	Module Content and Assessment
<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.	ACARA English Glossary	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, 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>
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<b>Transdisciplinary learning processes</b>	The inquiry skills are developed through the following learning processes: <ul style="list-style-type: none"> <li>• Understanding - engage and ideate</li> <li>• Connecting –connect and apply</li> <li>• Engaging critically – ideate, connect and apply</li> <li>• Engaging personally – connect and apply</li> <li>• Reflecting – reflect and apply</li> <li>• Experimenting – engage and ideate.</li> </ul>	New South Wales Textual Concepts	Module Content
<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>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



## Appendix 6 – Text Requirements

- Modules 1 and 2 text selection is a school-based decision and should reflect the interests and needs of learners.
- Module 3 will contain one text from a prescribed list and 3 learner self-selected texts†
- Texts† are referred to in this course as oral, written and multimodal.
- Texts† selected for study in *English Inquiry* Level 3 must be unique to each module.

### Modules 1 and 2

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

#### Learner self-selected texts

- Through inquiry learning, learners may select their own texts† as part of the learning process appropriate to the focus, content and standards in modules 1 and 2.

### Module 3

Learners will:

- select **one** (1) prescribed issue: identity or sustainability (not previously studied in this course)
- Learners will study one (1) prescribed English text† from the prescribed list on one of the prescribed issues.
- Learners will self-select three (3) texts† in different forms and media on one of the prescribed issues, appropriate to the module focus, level of complexity and course standards.

Prescribed Issues

Year	Prescribed Issues
2023 - 2026	<ul style="list-style-type: none"><li>• Identity</li><li>• Sustainability</li></ul>
2026- 2029	<ul style="list-style-type: none"><li>• Aboriginal and Torres Strait Islanders; Australia's First Peoples</li><li>• Human Rights</li></ul>

### Prescribed Texts

The selection of specific texts for study from the Prescribed **Text List** will be subject to the following:

a) it is compulsory that learner's study:

- at least ONE (1) substantial Australian text†

b) any requirements noted in the individual Modules outlined in this document must be followed.

Prescribed texts are selected from a range of contemporary cultural contexts, valued for their form and style and are recognised as having literary worth or artistic value. Contemporary texts for the purpose of this course refer to texts from 2000 onwards.

### Texts selected for study in Modules 1 and 2

- Providers must enable learners' opportunities to engage with a wide range of texts<sup>†</sup> to encourage their development as language learners and users.
- The texts<sup>†</sup> selected must be contemporary, engaging and accessible for Level 3 learners. There must be a range and balance in the texts<sup>†</sup> that learners read, listen to and view.

Across modules 1 and 2 learners must be given opportunities to engage in a study of:

- Australian texts<sup>†</sup> must be included in each module.
- Providers must enable learners opportunities to engage with a wide range of texts<sup>†</sup> to encourage their development as language learners and users.
- 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 media texts, creative expressive texts<sup>†</sup>, informative and persuasive texts and affiliative and collaborative texts, or workplace texts.
- Texts<sup>†</sup> selected for the course of study may also be narrative, reflective, interpretive, procedural, persuasive, informative, creative, technical and regulatory, or descriptive texts<sup>†</sup> in complete form or extracts.

Where appropriate, learners should engage with short texts<sup>†</sup> or extracts from:

- texts<sup>†</sup> 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<sup>†</sup> with a wide range of cultural, social and gender perspectives, and popular and youth cultures
- literary texts<sup>†</sup>.

## Appendix 7 – Transdisciplinary Connections

N.B. The following information is represented in the proposed *English Inquiry* Level 3 course document for the purpose of course consultation only. 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 English:

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

Transdisciplinary connections with English 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 the audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding.

## Core Module 1: Point of view in argument and narrative texts.

In this module students will learn to make transdisciplinary connections through the exploration of the way points of view work as a persuasive and literary device across different learning areas and/or contexts.

*Suggestions:* Expressing and exploring points of view through argument<sup>†</sup> and narrative texts on:

- specific discipline ideas, e.g. using narratives to communicate information
- workplace values and culture
- Tasmanian Industry Sectors, e.g. culture and tourism, the Antarctic and Southern Ocean, food and agribusiness, forestry, mining and mineral processing, renewable energy and building and construction.

<sup>†</sup> Narrative argument – using a story to express a point of view.

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.

**English in sport:** Learners explore how point of view works as a persuasive and literary device in the representation, marketing of recreational and professional sport at a local, national and international level. Learners consider how language is used in sport to enthuse and motivate, report and analyse team and individual performances, create and sustain interest in sporting stories and issues, and persuade the public and individuals to particular points of view. Students have the opportunity to experience, engage with and critique literary texts that illustrate, through persuasive and imaginative use of language, how sport can spark enduring stories about important issues, legendary feats, ambition, success and failure, relationships, controversy, motivation and fitness.

**English and the media:** Learners explore how point of view works as a persuasive and literary device in the representation of news and current affairs issues in various media forms such as television news programs, documentary programs, news bulletins, television infotainment shows, newspapers, current affairs magazines and online news sources. They also develop an increased awareness of the ways language is used as a persuasive and literary device in various media forms in the world of advertising, for example, in websites, print media, television and product placement.

**English and the experience of travel:** Learners explore how point of view works as a persuasive and literary device in the representation of different cultures and societies, global issues and tourism. They experience, engage with and critique texts that communicate, through persuasive and imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures.

**English and the creative arts:** Learners explore how point of view works as a persuasive and literary device in the representation of the visual and performing arts. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for appreciating, promoting, discussing, expressing opinions about, and assessing artistic works and performances of music and/or drama. Learners develop enjoyment of, and confidence in, comprehending, identifying features of, and composing a variety of texts, for example, catalogues, programs, promotional material and reviews.

**English in filmmaking:** Learners explore how point of view works as a persuasive and literary device in filmmaking. Learners develop a deeper understanding of, and proficiency in the use of, language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Learners consider the power of films to engage and influence

thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences.

**English and the world of business:** Learners explore how point of view works as a persuasive and literary device in the representation of the world of business and commerce. They develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles, and language forms for analysing, discussing, responding to, and evaluating general issues and topics related to business, for example, advertising and consumerism. They further develop their skills in comprehending and creating informative, analytical and persuasive texts which may include digital and print media, in-house business publications, graphical representations, for example, charts and tables, websites and workplace policy documents.

**English and science/STEM:** Learners explore how point of view works as a persuasive and literary device in the representation and communication of science/STEM.

Texts:

- Mass Media: marketing, promotion, advertising and narrative advertising
- Mass Media: news and current affairs, media texts, sports journalism, photojournalism and narrative journalism and news
- Social Media: social review sites, media sharing networks e.g. Instagram, image sharing, community blogs, discussion forums, bookmarking and content curation networks, consumer review networks e.g. Trip Advisor
- The Arts: stand-up comedy, satire, song lyrics, slam poetry, scripts and reviews

## **Core Module 2:** *Perspectives on social, national or global issues in texts*

In this module students will learn to make transdisciplinary connections through the exploration of perspectives on social, national or global issues in texts across different learning areas and/or contexts.

*Suggestions:*

**Global issues:** Equity and inclusivity, humanitarian issues, global environmental issues, artificial general intelligence, nuclear holocaust, global pandemic

**National issues:** wild-life preservation, mental health, women's rights, consent, violence, seeking protection refugees and asylum seekers, climate change, youth homelessness, Aboriginal and Torres Strait Islanders: Australia's first peoples, bullying and harassment, valuing multiculturalism, employment opportunities, cultural heritage, defence, natural disasters.

**Core ethical ideas and issues** are identified by ACARA as including: justice, equity, fairness, respect, right and wrong, freedom, truth, identity, empathy, goodness and abuse.

**Social issues:** Safe schools, euthanasia, workplace diversity, women in combat, freedom of speech, social media regulation, mental health, social issues and commentary in popular music lyrics and music video.

## Appendix 8 – Models of inquiry

N.B The following information is represented in the proposed *English Inquiry* Level 3 course document for the purpose of course consultation only. It will be represented and adapted in Years 9-12 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 40 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, ie 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, seek solutions and perspectives and then propose ideas related to a local, school or global issue.