Transdisciplinary Projects

English

Project Based English 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

Table of Contents

Project Based English*, 150 hours – Level 2

*There is a proposed name change for this course to *English Inquiry.*

This course is the Level 2 component of the *Project Based English* program.

Aims

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 supports 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 highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

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.

Project Based English is a Transdisciplinary course.

Focus Area – Transdisciplinary Projects

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

Transdisciplinary projects courses have three key features that guide teaching and learning:
- engage and ideate
- connect and apply
- exhibit and reflect.

Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will do this by:

- engaging in inquiry-based learning to explore what texts tell us about human experience and how this can be represented in different ways in different texts.
- making connections between language, concepts, English Textual Concepts and issues in literary texts and differing contexts: everyday, social, cultural, community, further education, interdisciplinary and work.
- applying critical and creative thinking strategies and intercultural understanding through a range of modes to make, shape and communicate meaning by responding to and producing texts.
- engaging in a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting to enact the three features of Transdisciplinary projects.

A broad range of Inquiry based learning approaches, processes and models may be applied in this course: e.g., Inquiry Based Learning, Project Based Learning, Problem Based Learning. Whilst an inquiry approach guides the learning of all modules, unless stipulated in the course document, the number and duration of class or small group of individual inquiries/projects will be determined by the provider, and the needs of the learners.

Rationale

The *Project Based English* Level 2 course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. Student agency and voice matter. Learners recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Through an inquiry driven methodology, the course aims to develop students' language, literacy and literary knowledge, understanding and skills. Learners will use a range of processes to ideate, design, plan, act, reflect and communicate/present their learning. The study of English is the driver of this course and the English discipline must be clearly embedded in any transdisciplinary connections made through concept or context.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Integration of General Capabilities and Cross-Curriculum Priorities
- Critical and creative thinking
- Intercultural understanding
- Literacy

The cross-curriculum priorities are enabled through this course are:
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Course Description

Project Based English Level 2 is a practical course based on active inquiry. Students engage in authentic, interactive learning experiences. They investigate, create and respond to an engaging question, problem or challenge. Students explore the ideas, values, language features and structures of texts in a range of contexts. Students engage in authentic, interactive learning experiences. They make transdisciplinary connections between English and other areas such as science, music, sport, media and travel.

Pathways
- The *Project Based English* Level 2 course enables sequential learning continuity from:
- Years 9-10 Australian Curriculum English
- *Project Based English* Level 1.
- The *Project Based English* Level 2 course enables sequential learning continuity to:
- Project Based English Level 3.

Course Requirements
Access considerations

- There are no pre-requisites for this course.

Resources
- access to a computer, phone and the internet
- engagement with the community inside and outside the classroom through avenues for example visits, surveys, interviews, listening to guest speakers and/or excursions.

# Course Structure, Delivery and Progression

Structure

This course consists of three 50-hour modules.

Modules available
Core Module 1: Making connections through English texts
Core Module 2: Australian stories: Whose experience? Whose point of view?
Core Module 3: Making and shaping meaning: English and authentic issues

CORE Module 1	CORE Module 2	CORE Module 3
Making connections through English texts	Australian Stories: Whose experience? Whose point of view?	Making and Shaping Mearning: English and authentic issues
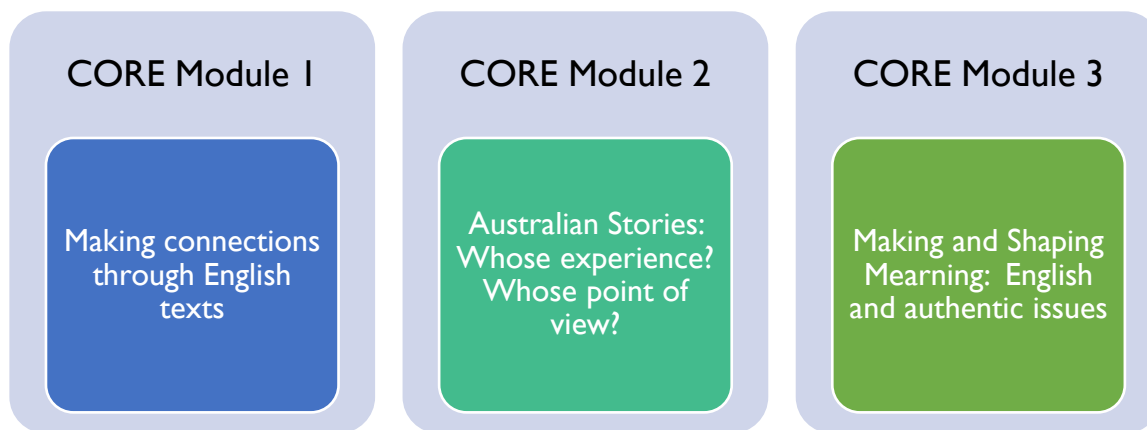
Delivery

The three modules should be delivered in order 1, 2, 3.

Developmental Progression

Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work requirements.

Module 1 - Making connections through English texts

Through an inquiry-based learning approach, Module 1 focuses on making connections through English by comprehending and responding to the ideas and information presented in a range of texts and forms. Learners are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The module considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. To support their learning students will use relevant English Textual Concepts* to engage with and respond to texts. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Learners apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Transdisciplinary connections with English are made through ideas, texts and contexts. In English the way a point of view or perspective is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding. An inquiry-based learning approach enables learners to acquire and share their disciplinary knowledge through a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 7 for English Textual Concepts*
See Appendix 8 for Text Requirements
See Appendix 9 for Learning Processes

This Module contains electives of which **one** must be taught.

Through the English unit descriptor and content identified in this Module teaching and learning programs are designed on **one** of the transdisciplinary electives identified below:

- **Discovery and investigation**: Making connections between English and the sciences
- **Music Video and Songs**: Making connections between English and the Arts
- **Playing the Game** – Making connections English and sports
- **Telling us all about it** – Making connections between English and the media
- **On the road** – Making connections between English and the experience of travel.

See Appendix 6 for detailed outlines for the electives.

Module 1 Learning Outcomes
On successful completion of this module, learners will be able to:

1. develop and apply communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts
2. interpret and analyse texts: examining language choices and the likely or intended effect of these choices in a range of texts
3. create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
4. comprehend and respond to information, ideas in texts selected from differing contexts, for a variety of purposes

Module 1 Content
To achieve the learning outcomes learners will draw on the following knowledge and skills developed through study of this module. Learners:
- examine the language and structures of a range of texts to identify and understand the main ideas
- consider and explain personal connections between their own experiences and experiences communicated in texts
- locate, extract information and ideas from texts, using text features and structures
- use strategies and skills for comprehending English texts including:
  o predicting meaning using text structures and language features
  o critical thinking to explore different ways in which a text can be interpreted and questioned.
- examine how texts are constructed for particular purposes, audiences and contexts
- explain how text structures, language features, and narrative features are used to shape response

- apply understanding of relevant English Textual Concepts* to engage with and respond to texts
- develop skills by using appropriate vocabulary, accurate spelling, punctuation and grammar to enable effective communication
- create a range of texts using appropriate language, content and mode for different purposes and audiences, and contexts
- recognise and use text structures and language features to communicate ideas and information in a range of mediums and digital technologies
- use strategies for planning, recording sources of information and proofreading
- communicating and interacting with others adapting speaking and listening behaviours to different contexts.

Module 1 Work Requirements

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 short response and extended response work requirements.

- the nature of the two responses must be different and cannot be the same.
- the modes used to communicate meaning in the responses must also vary.
- one Short Response which can be either: creative, imaginative, analytical, interpretive or persuasive
- one Extended Response which can be either: creative, imaginative, analytical, interpretive or persuasive.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment

This module will assess criteria 1, 2 3, 4.

Module 2 - Australian stories: Whose experience? Whose point of view?

Through an inquiry-based learning approach, module 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Learners identify and explore ideas, arguments, values and viewpoints about ideas, events, people/characters represented in texts drawn from different contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Learners examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Learners integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. To support their learning students will use relevant English Textual Concepts* to engage with and respond to texts. Knowledge and understanding of language, literary and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

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

of the material are central to this understanding. An inquiry-based learning approach enables learners to acquire and share their disciplinary knowledge through a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 7 for English Textual Concepts*
See Appendix 8 for Text Requirements
See Appendix 9 for Learning Processes

Module 2 Learning Outcomes
On successful completion of this module, learners will be able to:

1. develop and apply communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts.
2. interpret and analyse texts: examining how the structure and language of texts vary for different purposes, audiences and contexts
3. create oral, written and multimodal texts appropriate for purpose, and audience in real and/or imagined contexts
5. respond to, shape and compare the representation of points of view in texts.

Module 2 Content
To achieve the learning outcomes learners will draw on the following knowledge and skills developed through study of this module. Learners:

- interpret and make inferences from content, text structures and language features
- think critically and creatively to explore different ways in which a text can be interpreted responded to and judged
- summarise ideas and information presented in texts
- identify similarities and differences between own response to texts and responses of others.
- use different strategies to select relevant information from a range of sources
- examine the ways in which main ideas, values and supporting details are represented in texts
- examine the use of language features and the effects of mediums, types of texts and text structures to influence responses.
- use persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts
- select text structures, language features and visual techniques to communicate and represent ideas and information
- apply understanding of relevant English Textual Concepts* to engage with and respond to texts
- develop appropriate vocabulary and using accurate spelling, punctuation and grammar
- use strategies for planning, drafting and proofreading, and appropriate referencing.

Module 2 Work Requirements
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 short response and extended response work requirements.

- the nature of the two responses must be different and cannot be the same.
- the modes used to communicate meaning in the responses must also vary.

- one Short Response which can be either: creative, imaginative, analytical, interpretive or persuasive
- one Extended Response which can be either: creative, imaginative, analytical, interpretive or persuasive.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment
This module will assess criteria 1, 2, 3, 5.

Module 3 - Making and shaping meaning: English and authentic issues

Through an inquiry-based learning approach, this module focuses on making and shaping meaning of an authentic issue/problem (local and/or national) through English. Leaners will use integrated English knowledge, skills and understanding they have developed from Modules One and Two to engage through a guided inquiry of an authentic issue or problem relevant to their interest, learning and community. The inquiry will further develop learners' understanding of the ways language can be used to represent ideas and points of view about issues represented in texts and how they can use point of view and argument to shape meaning. To support their learning students will use relevant English Textual Concepts* to engage with and respond to texts.

Transdisciplinary connections with English are made through issues, perspectives, texts and contexts. In English the way a message is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding. An inquiry-based learning approach enables learners to acquire and share their disciplinary knowledge through a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 7 for English Textual Concepts*
See Appendix 8 for Text Requirements
See Appendix 9 for Learning Processes

Module 3 Learning Outcomes
On successful completion of this module, learners will be able to:

1. develop and apply communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts
2. interpret and analyse texts: examining how language and texts structures influence meaning for different purposes, audiences and contexts
3. create oral, written and multimodal texts appropriate for purpose, and audience in real and/or imagined contexts
6. respond to, shape and compare the representation of issues, ideas and arguments in texts.

Module 3 Content
Teachers will integrate content from Modules 1 and 2 to develop a guided inquiry which focuses on making and shaping meaning of an authentic issue/problem through English.

Module 3 Work Requirements
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 short response and extended response work requirements.
- one Short interpretive response
- one Folio based on the guided inquiry representing the following responses:
  - one imaginative response
  - one persuasive response
  - one analytical response

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment
This module will assess criteria 1, 2, 3, 6.

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

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

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

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

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

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module.

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

1. communicate in a range of language modes* and contexts*
2. interpret and analyse texts*
3. produce a range of texts*
4. respond to ideas and information represented in texts*
5. respond to points of view represented in texts*
6. respond to authentic issues represented in texts*.
   - contexts* everyday, community, social, cultural, historical, further education, training and workplace.

   - language modes* speaking, listening, reading, writing, viewing and representing.

- respond* thinking in ways that are imaginative, creative, interpretive and critical to express themselves using the language modes in a range of forms and mediums.

- texts* literary and non-literary, oral, written and multimodal texts, including literary, digital and media texts.

Standards

Criterion 1: communicate in a range of modes and contexts (speaking, writing, representing)

Rating C	Rating B	Rating A
communicate ideas and information clearly for specific purposes, audiences and contexts	communicate ideas and information clearly and appropriately for different purposes, audiences and contexts	communicate ideas and information effectively for a range of purposes, audiences and contexts
clearly communicate and sequence ideas	clearly communicate ideas using a logical structure to produce a cohesive text/response	effectively communicate ideas using a logical structure to produce a cohesive text/response
appropriately use register, idioms and vocabulary to convey meaning.	select and use register, idioms and vocabulary with increasing control to convey meaning.	effectively use register and refine vocabulary choices to convey meaning.

Criterion 2: interpret and analyse texts (listening, reading and viewing)

Rating C	Rating B	Rating A
identify and interpret key ideas, information and perspectives from study texts and different sources	describe and interpret key ideas, information and perspectives from study texts and different sources	explain and interpret key ideas, information and perspectives from study texts and different sources
identify how language is used to represent personal, social and cultural values and ideas	describe how language is used to represent personal, social and cultural values and ideas	assess how language is used to represent personal, social and cultural values and ideas
identify how key language features, structures, modes and mediums are used to shape or influence a response.	describe how key language features, structures modes and mediums are used to achieve particular purposes and effects.	explain how key language features, structures modes and mediums are used to achieve particular purposes and effects.

Criterion 3: produce a range of texts (speaking, writing, creating and representing)

Rating C	Rating B	Rating A
compose differing text types which develop ideas and use appropriate textual conventions	compose differing text types which clearly develop ideas and use appropriate textual conventions	compose differing text types which effectively develop ideas and use appropriate textual conventions
use key text structures and language features with some understanding of context and purpose	use text structures and language features with some understanding of context and purpose	use text structures and language features appropriately understanding context and purpose
use grammatical conventions, punctuation and spelling with varying control	use grammatical conventions, punctuation and spelling with moderate control	use grammatical conventions, punctuation and spelling appropriately
use planning, drafting, proofing and referencing strategies to develop own responses.	select and use planning, drafting, proofing and referencing strategies to develop own responses.	select and use planning, drafting, proofing and referencing strategies to refine own responses.

Criterion 4: respond to ideas and information represented in texts.

Rating C	Rating B	Rating A
respond critically, identifying and reflecting on the ways central ideas and information are represented in texts to invite response	respond critically, describing and reflecting on the ways ideas and information are represented in texts to invite response	respond critically, assessing and reflecting on the ways ideas and information are represented in texts to invite response
respond creatively to the central ideas and information represented in study texts; clearly articulating and representing ideas and information in own response.	respond creatively to the central ideas and information represented in study texts; appropriately, articulating and representing ideas and information in own response.	respond creatively to the central ideas and information represented in study texts; effectively, articulating and representing ideas and information in own response.

Criterion 5: respond to points of view represented in texts

Rating C	Rating B	Rating A
respond critically, identifying how points of view are represented in texts to invite response	respond critically, describing how points of view are represented in texts to invite response	respond critically, explaining how points of view are represented in texts to invite response
respond creatively to the central ideas and views represented in study texts; clearly articulating and representing own point of view.	respond creatively to the central ideas and views represented in study texts; persuasively articulating and representing own point of view.	respond creatively and effectively to the central ideas and views represented in study texts; persuasively articulating and representing own point of view.

Criterion 6: respond to authentic issues represented in texts

Rating C	Rating B	Rating A
respond critically, identifying how issues are represented in texts to invite response	respond critically, describing how issues are represented in texts to invite response	respond critically, explaining how issues are represented in study texts to invite response
respond creatively to the central issues represented in study texts; clearly articulating and representing own or differing points of view.	respond creatively to the central issues represented in study texts; persuasively articulating and representing own or differing points of view.	respond creatively to the central issues represented in study texts; effectively and persuasively articulating and representing own or differing points of view.

Quality Assurance

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

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Project Based English* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

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

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for an 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.
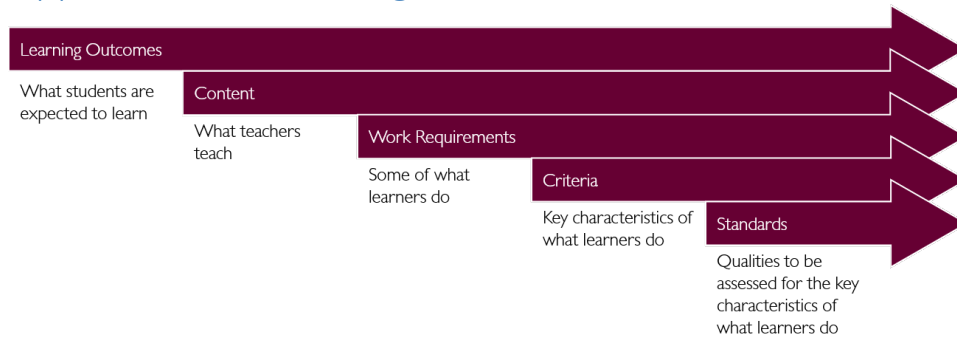
Course Developer
This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

This course acknowledges material provided by New South Educations Standards Authority (NESA) as articulated in the English Studies Stage 6 Syllabus 2017 in the form of Module 1 electives outlined in Appendix 6 and the English Textual Concepts outlined in Appendix 7.

Accreditation and Version History
- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. develop and apply communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. interpret and analyse texts.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:
4. comprehend and respond to information, ideas in texts selected from differing contexts, for a variety of purposes.	Module 1	Module 1	C 4	E 1, 2	GC:
5. respond to, shape and compare the representation of points of view in texts.	Module 2	Module 2	C 5	E 1, 2	GC:
6. respond to, shape and compare the representation of issues, ideas and arguments in texts.	Module 3	Module 3	C6	E 1, 2	GC:

Appendix 2 - Alignment to Curriculum Frameworks

- English Studies Level 2 articulates the learning outcomes, standards and content of Senior Secondary Australian Essential English Units 1 and 2.
- The electives identified for Module have been derived from the New South Wales Education Standards Authority English Studies Stage 6 syllabus electives. The English Studies syllabus incorporates Senior Secondary Australian Essential English Units 1 and 2 content.
- The literacy skills provided are also in alignment with the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Alignment between Module 1 and Senior Secondary Australian Essential English Unit 1
Respond to English texts by:
- examining the language and structures of a range of texts to identify and understand the main ideas (ACEEE001)
- considering and explaining personal connections between their own experiences and experiences communicated in texts (ACEEE003)
- locating, extracting information and ideas from texts, using text features and structures (ACEEE008)
- using strategies and skills for comprehending English texts including:
- predicting meaning using text structures and language features (ACEEE002)
- critical thinking to explore different ways in which a text can be interpreted and questioned. (ACEEE004)

Consider the ways in which texts communicate ideas, attitudes and values including:
- examining how texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- explaining how text structures, language features, narrative features are used to shape response. (ACEEE006, ACEEE007)

Compose a range of texts; written, oral, visual, digital and multimodal, by:
- developing skills by using appropriate vocabulary, accurate spelling, punctuation and grammar to enable effective communication (ACEEE013)
- create a range of texts using appropriate language, content and mode for different purposes and audiences, and contexts (ACEEE011)
- recognise and use text structures and language features to communicate ideas and information in a range of mediums and digital technologies (ACEEE012)
- using strategies for planning, recording sources of information and proofreading. (ACEEE014)
- communicating and interacting with others adapting speaking and listening behaviours to different contexts.

Alignment between Module 2 and Senior Secondary Australian Essential English Unit 2
Respond to English texts by:
- interpreting and making inferences from content, text structures and language features (ACEEE015)
- thinking critically and creatively to explore different ways in which a text can be interpreted responded to and judged
- summarising ideas and information presented in texts (ACEEE017)

- identifying similarities and differences between own response to texts and responses of others. (ACEEE018)
- using different strategies to select relevant information from a range of sources. (ACEEE022, ACEEE023, ACEEE024)

Consider the ways in which context, purpose and audience influence meaning including:
- the ways in which main ideas, values and supporting details are represented in texts (ACEEE019)
- the use of language features and the effects of mediums, types of texts and text structures to influence responses. (ACEEE020, ACEEE021)

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

Appendix 3 - Work Requirements
Module 1 Work Requirements Specifications
Focus Area: Transdisciplinary
Title of Work Requirement: Making Connections through English; Short Response
Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Short Response aligned to the Module description.
- The mode and format of the Short Response must be different to the extended response.

Size: Recommended maximum of100 words or a 6-minute multimodal presentation
Timing: 5 hours
Relevant Criterion/criteria:
- Criterion 1: All standard elements
- (optional) Criterion 2: All standard elements - depending on nature of response
- Criterion 3: All standard elements

Focus Area: Transdisciplinary
Title of Work Requirement: Making Connections through English
Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Extended Response aligned to the Module description.
- The mode and format of the Extended Response must be different to the Short Response.

Size: Recommended maximum of 1000 words or a 6-minute multimodal presentation
Timing: 6 hours
Relevant Criterion/criteria:
- (optional) Criterion1: All standard elements - depending on nature of response
- (optional) Criterion 2: All standard elements - depending on nature of response
- Criterion 3: All standard elements

- Criterion 4: All standard elements

Module 2 Work Requirements Specifications
Focus Area: Transdisciplinary
Title of Work Requirement: Australian Stories: Whose experience? Whose perspective? Short Response
Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Short Response aligned to the Module description.
- The mode and format of the Short Response must be different to the Extended Response.

Size: Recommended maximum of 100 words or a 6-minute multimodal presentation
Timing: 5 hours
Relevant Criterion/criteria:
- Criterion1: All standard elements
- (optional) Criterion 2: All standard elements - depending on nature of response
- Criterion 3: All standard elements

Focus Area: Transdisciplinary
Title of Work Requirement: Australian Stories: Whose experience? Whose perspective?: Extended Response
Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Extended Response aligned to the Module description.
- The mode and format of the Extended Response must be different to the Short Response.

Size: Recommended maximum of1000 words or a 6-minute multimodal presentation
Timing: 6 hours
Relevant Criterion/criteria:
- (optional) Criterion1: All standard elements - depending on nature of response
- (optional) Criterion 2: All standard elements - depending on nature of response
- Criterion 3: All standard elements
- Criterion 5: All standard elements

Module 3 Work Requirements Specifications
Focus Area: Transdisciplinary
Title of Work Requirement: Making and Shaping Meaning: English and Authentic Issues: Short Response
Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Short Interpretive Response aligned to the Module description.
Size: Recommended maximum of 100 words or a 6-minute multimodal presentation
Timing: 5 hours
Relevant Criterion/criteria:
- (optional) Criterion1: All standard elements - depending on nature of response
- Criterion 2: All standard elements -
- Criterion 3: All standard elements

Focus Area: Transdisciplinary
Title of Work Requirement: Making and Shaping Meaning: English and Authentic Issues: Inquiry
Mode /Format: creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal
Learning Outcomes: 1, 2, 3, 4
Description: One Folio based on the guided inquiry aligned to the Module description representing the following responses:

- o One imaginative response
- o One persuasive response
- o One analytical response

NB either the imaginative or persuasive response must be multimodal
Size: Recommended maximum of 3500 words or a 20-minute multimodal presentation
Timing: Maximum 50 hours
Relevant Criterion/criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 6: all standard elements

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 ᴴ
- Asia and Australia's Engagement with Asia ᴬᴬ
- Sustainability ⁺

Appendix 5 – Glossary

o   A central glossary will be added to the final draft of the course for consultation.
o   Textual Concepts* are the knowledge of English (what students learn about): argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.

Appendix 6 – Module 1 Elective Descriptors

The following elective descriptors contain material prepared by NSW Education Standards Authority (NESA) in the English Studies Stage 6 Syllabus 2017.

Elective 1 Discovery and Investigation: English and the Sciences

Through inquiry and study of English course content, the module Discovery and Investigation – English and the Sciences, students develop understanding of, and proficiency in, the use of language related to science and the representation of science in our world. Connections between English and Science are identified through big ideas, issues or concepts related to human experience and are explored through an inquiry-based pedagogy. For example, using literature to understand the idea of responsibility in science, alternative energy sources etc. Learners develop knowledge and skills in interpretation, comprehension and using language from a range of contexts appropriate to explanation and discussion of general scientific issues and topics, and in composing a range of texts relevant to the world of science.

In studying this module, students strengthen their skills in comparing and evaluating different views on science-based matters and develop their understanding and language, literature and literacy skills relevant to their lives and appropriate to discussion about the sciences.

Students experience and engage with a range of literary texts, in both print and digital forms, that explore science, scientific research and discovery, the role of science in our daily lives in an imaginative way. They have the opportunity to consider how these texts explore and show the impact and importance of science and of scientific ethics. Students explore how the sciences have contributed to individuals, communities and the nation as a whole. The texts may include longer texts for example novels, nonfiction, films or plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Elective 2 Changing the World one Song at a Time: Making Connections Between English and the Arts
e.g. How can we use song lyrics or music videos/montages to promote social justice in our community?

Through inquiry and study of English course content through **Music video/montage and/or song lyrics**, students develop a deeper understanding of how language is used in a range of song lyrics and music videos to express emotions, attitudes, ideas and themes related to the human experience. They respond to and compose texts to explore the relationship between the language forms and features used in poems/music videos and how these can be used imaginatively and powerfully in song lyrics/multimodal texts.

Students have the opportunity to use language imaginatively by composing song lyrics/montages for a range of purposes, for example to recount stories, express personal emotions, protest, observe, reflect and speculate. Students may compose song reviews and videos about lyricists, musicians and composers, and edit, refine and publish their own compositions in digital, print and visual media. Students develop a greater understanding and knowledge of the ways language can represent particular views and aspects of the world, through engaging with the study of a range of literary and other texts. Their study may also extend to exploring how language and the use of visual images and music can evoke particular responses from an audience.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Elective 3 Playing the Game – English in Sport
Through inquiry and study of English course content, the module Playing the Game – English in sport, students develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level.

They have opportunities to develop knowledge, skills and understanding in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating issues and topics related to the module, and explore how language is used by a range of people, for example coaches, players, journalists, sports writers, and makers of films and documentaries.

Students 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 an imaginative use of language, how sport can spark enduring stories about important issues, legendary feats, ambition, success and failure, relationships, controversy, motivation and fitness.

Through the study of a range of texts students broaden their understanding of the importance of language in the presentation and promotion of sport to the wider community, and how individual and collective commitment to sport as a profession or as recreation is created and sustained. Texts, for example novels, biographies, autobiographies, plays and films, may be used to engage with particular aspects of sporting stories.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Elective 4 Telling us all about it – English and the Media

Through inquiry and study of English course content, the module Telling us all about it – English and the media, students develop a deeper understanding of the ways language is used to report on 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. Students also develop an increased awareness of the ways language is used in various media forms in the world of advertising, for example in websites, print media, television and product placement.

Students develop their practical competence in the use of language by extending their skills in writing media texts, for example news reports and feature articles, storyboards, advertising stills and briefs. They have opportunities to further develop and express their own views, ideas and values in relation to questions that are under media scrutiny and which are relevant to them.

This module provides students with the opportunity to experience, engage with and critique literary texts that, through an imaginative use of language, raise questions of ethics, censorship and the powerful influence of the media on individual lives and on a national and international scale. Texts may include longer works, for example novels, films, television series and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Elective 5 On the Road – English and the Experience of Travel

Through inquiry and study of English course content, the module On the Road – English and the experience of travel, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements and locate and comprehend government advice about travel in various overseas countries.

This module provides students with opportunities to extend their skills in the use of subject-specific language in related subject areas across the curriculum, for example in studies of different cultures and societies, global issues and tourism. They may practise their numeracy skills through the examination of costs and the development of travel budgets and associated costs.

Students experience, engage with and critique literary texts that communicate, through an 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. Texts may include longer works, for example novels, autobiographies, films, anthologies, television series, websites and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Appendix 7 – English Textual Concepts
New South Educations Standards Authority (NESA)

Textual Concepts* are the knowledge of English (what students learn about): argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.

The following concept descriptors will be used where relevant to support delivery of the course content and student learning.

Argument

Students understand that the thrust and shape of argument is influenced by the contexts of composition and reception.

They learn that
- argument is the logical development of a supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding
- rhetorical devices are chosen for their effect for particular audiences and purposes
- arguments, despite claims to objectivity, come from a particular perspective.

Authority

Students understand how authority may be constructed, confirmed or challenged.

They learn that
- a sense of authority may be constructed by language use
- authority is strengthened through citation and references to established sources
- groups of responders may be included or excluded by language use
- texts may contradict or subvert cultural assumptions.

Character

Students understand that characters can represent types of people, ideas and values.

Students learn that
- characters may be a medium through which ideas and societal attitudes and values are conveyed

- may operate as foils for each other
- representation and interpretation of character depends on personal and cultural values.

Code and Convention

Students recognise that codes and conventions reflect and shape power relationships and culture.

Students learn that:
- some codes and conventions are valued more than others and that this can depend on context
- understanding and using these conventions is potentially a source of power

Connotation, Imagery and Symbol

Students understand that attention to imagery can give rise to subtle and complex meanings.

Students learn that
- the emphasis on imagery in a text varies according to its audience and purpose
- understanding the effect of imagery and symbol varies according to personal experience, social and cultural context
- attention to patterns of imagery invite readings that are more cohesive.

Context

Students understand how the complexity of their own and of other contexts shape composition and response to texts.

Students learn that
- their perceptions of the world are filtered through their own context
- context shapes language, forms and features of texts
- language, forms and features of texts inscribe values and attitudes in their representations of people, information and ideas
- texts may be responded to and composed differently in different contexts.

Genre

Students understand that particular values attach to certain genres.

Students learn that
- genres shape representation and perception
- adaptations of genres across time and culture reflect changing values
- subverting the genre can challenge the value system associated with the genre.

Intertextuality

Students understand that intertextuality is intrinsic to composition and response.

Students learn that
- texts are recontextualised for different times, modes, media and cultures
- texts are variations on, or borrow from, other texts
- intertextuality involves references gained through experience of a wide range of texts from the canon to popular culture.

Literary Value

Students understand that texts are valued within personal and cultural value systems and that these may change in different historical and cultural contexts.

They learn that
- texts have been valued for expressing views about the human condition
- textual patterning is aesthetically pleasing
- understanding of literary value may vary across time and culture
- texts that open up new ways of thinking about ideas and values are culturally significant.

Narrative

Students understand that narrative provides structures for expressing ideas and values.

Students learn that
- stories represent broad aspects of humanity, society and culture, made particular and personal to interest the responder
- stories often revolve around complication or conflict (internal, between characters or of a character with society), which may rise to a climax before falling to a resolution.
- plot structures (chronological, flashback, in media res, circular etc) can control responses to the story
- values are embedded in narratives through selection of details of events and characters and choice of language

Perspective

Students understand that perspective provides a frame through which we learn to see the world.

They learn that
- the world and texts may be seen through particular frames.
- views of the world may be exploited for particular purposes
- readers and viewers may be positioned to accept particular views.

Point of View

Students understand that point of view is the position from which the subject matter of a text is designed to be perceived.

Students learn that
- narrators may be omniscient, limited, deceptive, masking the ideology of the text
- there may be multiple narrators offering different points of view,
- point of view may be through a focaliser,
- a narrator may adopt a satirical tone,
- the point of view can create an emotional response,
- point of view controls the meaning of a text and may be resisted.

Representation

Students understand that representation embeds attitudes, beliefs and values.

Students learn that
- representation may be intentionally or unintentionally biased
- representation is influenced by and in turn influences its context
- representation favours or privileges a position by omitting or silencing the views or perspectives of particular groups.

Style

Students understand that styles vary and are valued differently.

They learn that style
- can be a marker of a particular author, period or genre
- changes over different historical periods
- varies according to social and cultural contexts, mode and medium
- may be distinguished through the details and nuances of expression.

Theme

Students understand that the elements of a text work together to support the theme

They learn that
- themes draw together the elements of a text
- themes can be indicated through patterns in texts such as a motif, parallel plots or characters
- there may be major and minor themes
- themes are traditionally thought to provide insight into the world view of the author
- themes may be challenged by considering representation in the text from a different perspective.

Appendix 8 – Texts

During the course learners must study at least:

- two (2) fictional texts of which one (1) is written
- two non-fiction texts of which one is written
- one film/documentary film
- one media or multimedia text.

Additionally, the selection of specific texts for study will also be guided by consideration of the study of:

- at least ONE (1) Australian text
- Tasmanian Texts
- Indigenous Literature
- Asian Texts.

Texts are selected from a range of cultural contexts, valued for their form and style and are recognised as having literary worth or artistic value.

Forms of texts for *Project Based English* Level 2 include literary texts (see Glossary definition) and non-literary texts, such as:

- fiction – novels, short stories, plays, poems, song lyrics, films, television programs, computer games
- non-fiction – biographies, journals, essays, speeches, reference books, news reports, documentaries
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, radio programs
- everyday texts – blogs, films, television programs, comic books, computer games, manuals.

Texts will be drawn from complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.

Texts can be written, spoken (dialogues, speeches, monologues, conversations, radio programs, interviews, lectures), multimodal (picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps) and in print or digital/online (books, CD-ROMs, websites, computer games, social networking sites, email, SMS, apps).

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Appendix 9 – Learning Processes
New South Educations Standards Authority (NESA)

The learning processes described below are taken from the English Textual Concepts and are included as a means of enacting the three key features of Transdisciplinary projects that guide teaching and learning.

Understanding

What it is

Understanding occurs when new information and ideas are incorporated into a student's existing knowledge framework. Students link new ideas and information to prior knowledge and apply these in specific circumstances, appreciating underlying principles. Understanding is developed within particular contexts and allows students to elaborate on, make connections and ask questions about their new knowledge. Students are gradually able to generalise upon this knowledge and transfer it to new contexts.

Why it is important

Understanding is prerequisite for learning. Its flexibility allows students to engage critically and creatively with knowledge by making connections, explaining, inferring, predicting, speculating and problem solving. When a student understands, information is retained longer and can be built upon to acquire further understanding. Understanding also includes the realisation of what needs to be learned and allows students to be active in constructing their own course of learning.

Connecting

What it is

Connecting is recognising relationships between texts and between texts and our own lives. Every text we encounter is considered against our previous textual experiences as we build up a breadth of knowledge and understanding about the ways composers and responders construct meaning. We connect the text to our own worlds and to the world of other texts in order to create meaning. As our encounters with texts extend we have more texts with which to read our world.

Texts can be connected in many different ways:
- Through identifiable links to our own personal worlds
- Through exploring common experiences, stories and ideas
- Through sharing the same context
- Through sharing the same style, genre and codes and conventions

Why it is important

Making connections between texts forms a basis for comparing them and provides a different context in which to make judgements about each. Making connections also enriches students' understanding of each text, the worlds it inhabits and the way it is composed and responded to. Seeing connections is a source of delight and understanding how texts may connect forms the basis for students' own composing as they perceive possibilities through experimenting.

Engaging Critically

What it is

Students engage critically with a text when they make judgements about a text based on systematic analysis. The kinds of judgements they make will depend on their approach to the text which brings with it assumptions about the nature of texts and ways of reading them. For example, one approach could be to see the texts as reflecting reality and address issues of truth in that depiction. Another approach would be to see a text as a product of power relationships in terms of what lies at the centre and what is marginalised, evaluating the text in terms of how it suppresses certain interests and intervening to promote others. Critical engagement involves making judgements and recognising the critical framework through which these judgements are made.

Why it is important

Students' critical skills will help them evaluate the multiplicity of texts that they encounter in their lives. This will allow them to understand what is valued in society and their culture, so providing certain kinds of access and rewards, to themselves and to society as a whole. To steer through the sometimes diverse values they encounter and the speed of change of today's world they also need to understand how we make value judgements and how values change over time.

Engaging Personally

What it is

Students engage personally when they experience interest, pleasure and personal significance in texts and the ways they are constructed. However, personal engagement goes beyond simple pleasure and affirmation of the familiar; it comes from an emotional and intellectual engagement which can lead to reconsideration of an initial impression.

Engaging personally may include:

- personal identification with the characters, situations or ideas in a text
- intellectual engagement with ideas individually and collaboratively
- the expression of personal voice
- pleasure in the text
- enjoyment of aesthetic qualities
- valuing texts
- recognition and appreciation of the power of language to express human experiences and communicate ideas.

Why it is important

Engaging personally with a text can facilitate and be influenced by deeper critical and imaginative response to its representation of their wider world. Personal engagement with texts encourages students to express with discernment, confidence and with an authentic voice, ideas, opinions and values in their own compositions.

Reflecting

What it is

In reflecting, students think about what they have learned, how they have learned, what they feel about the learning. They draw conclusions about their own learning processes and the value of their learning.

Reflecting involves understanding one's own personal capacities and processes and fosters a problem exploring disposition; this encourages student curiosity leading to a recursive process of experimentation in the belief that there can be more than one possible solution.

Why it is important

Reflecting on one's own learning process develops a student's capacity of learning how to learn, a foundation for living and working. Knowing how one responds to verbal and visual texts and why one does so in particular ways is an important skill for an engaged and critical citizenry.

Through reflecting a student can develop knowledge of their own learning style and the development of a range of learning skills such as collaborative skills, independent investigation, monitoring one's own progress or evaluating one's own learning.

Experimenting

What it is

Experimenting is the process of applying knowledge and skills creatively and critically in order to develop deep understanding. Students manipulate language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways. Experimenting is as much a demonstration of critical as imaginative faculties and, through the interdependence of these, students engage in thoughtful recreation and innovation.

Students need to experiment imaginatively with language in playful ways. Through the exploration of language and ideas they develop an appreciation for aesthetic qualities of texts and understand the power of language to transform and re-interpret experiences. Experimenting enables students to stimulate and express their imagination and natural curiosity to make connections in their world.

Why it is important

Imagination is used to predict, speculate and hypothesise to create new understandings about the wider world that is complex and changing. A sense of personal style and the confidence to create new texts will develop through the processes of experimenting. Students become the creators of meaning, not just the recipients of information.