

# Transdisciplinary Projects

English

Project Based English 3  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## Project Based English\*, 150 hours – Level 3

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

This course is the Level 1, 2, 3, 4 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* Level 3 is a Transdisciplinary Projects 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 expressed and developed in literary texts and differing contexts: everyday, social, cultural, community, further education, interdisciplinary and work.
- apply 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 3 is designed to provide students with opportunities 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, textual concepts and complex texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations and 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

The general capabilities addressed specifically in this course are:

- 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 3 refines students' understanding of language, literature and literacy, enabling them to communicate effectively in differing contexts. Learners will engage in inquiry processes and make interdisciplinary connections. They will design, create, reflect and share their learning. Students will learn about texts and human experiences, and language that influences. They will develop and present their own inquiry on an authentic issue in Tasmania.

## Pathways

The *Project Based English* Level 3 course enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English
- *Project Based English* Level 2

The *Project Based English* Level 3 course enables sequential learning continuity to:

- community, many tertiary pathways, other education and learning and workplace pathways.

## 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

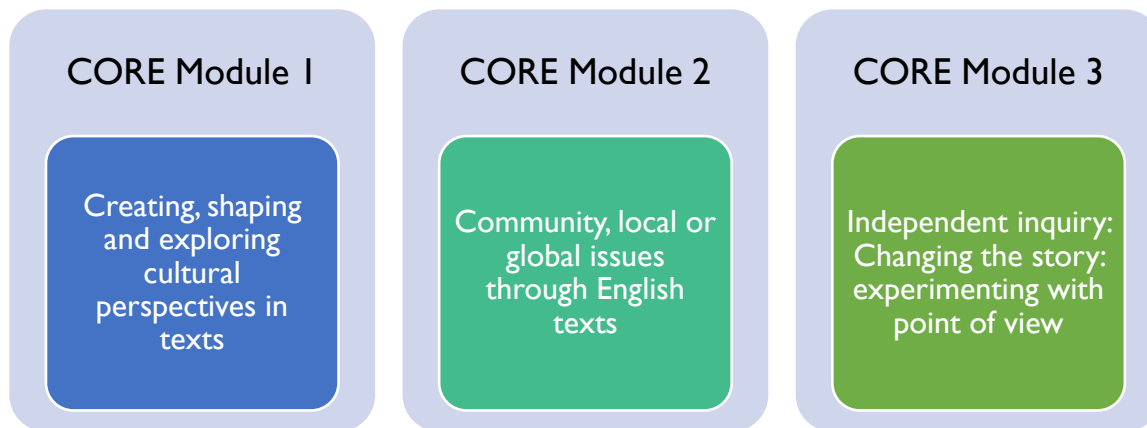
This course consists of three 50-hour modules.

Modules available

Core Module 1: Creating, shaping and exploring cultural perspectives in texts

Core Module 2: Community, local or global issues through English texts

Core Module 3: Independent inquiry: Changing the story: Experimenting with point of view



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 - Creating, shaping and exploring cultural perspectives in texts

Through an inquiry-based learning approach, Module 1 focuses on exploring different perspectives presented in a range of texts and contexts. Students analyse attitudes, textual concepts, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. To support their learning students will use relevant English Textual Concepts\* to engage with and respond to texts. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Transdisciplinary connections with English are made through 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 6 for English Textual Concepts\*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

### Module I Learning Outcomes

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

1. apply and select appropriate communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts
2. analysis: understand how language choices persuade specific audiences
3. create oral, written and multimodal texts: that convey a perspective
4. examine the ways that perspectives are presented in texts for different purposes and contexts.

### Module I Content

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

- gather and distinguish different points of view about the main ideas in texts
- apply critical thinking skills, identifying facts, opinions, supporting evidence and bias
- discuss the way attitudes and values are represented
- explain shifts in intonation and point of view, identifying the effect of language choices on an audience
- apply understanding of relevant English Textual Concepts\* to engage with and respond to texts
- categorise and integrate ideas and information about specific themes or ideas
- employ ethical research practices
- analyse and assess how different perspectives and values are presented in texts
- discuss the relationships between context, purpose, and audience, in literary, every day and workplace texts
- analyse and assess the use of narrative techniques, mediums, types of texts, text structures and language features
- use appropriate vocabulary, spelling and sentence structures
- use personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media
- select text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes
- use strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.

### Module I 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 a Short Response and an Extended Response.

- 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 - Community, local or global issues through English texts

Through an inquiry-based learning approach, Module 2 focuses on community, local or global issues and ideas presented in texts, and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The ways in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This module provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. To support their learning students will use relevant English Textual Concepts\* to engage with and respond to texts. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Transdisciplinary connections with English are made through texts, contexts and issues. In English the way a 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 6 for English Textual Concepts\*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

### Module 2 Learning Outcomes

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

1. apply and select appropriate communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts.
2. analysis: understand ways in which language is used to influence and engage different audiences
3. create oral, written and multimodal texts: that communicate ideas and perspectives on issues and events for a variety of purposes
5. investigate the way language is used to represent issues and attitudes.

### Module 2 Content

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

- analyse issues and ideas in texts and explaining perspectives and implications
- evaluate the evidence upon which different views are based
- explain how texts use language to appeal to the beliefs, attitudes and values of an audience
- discuss the way ideas and information are presented in texts
- apply understanding of relevant English Textual Concepts\* to engage with and respond to texts
- investigate and synthesise ideas and information from a range of source material
- determine the relevance of source material to the context and topic
- employ ethical research practices such as acknowledging sources and avoiding plagiarism – collusion
- analyse and assess how attitudes and assumptions are presented in texts
- discuss community, local or global issues in literary, every day and workplace texts
- analyse and assess the use of media, types of texts, text structures and language features
- apply critical thinking to determine how some points of view are privileged while others are marginalised or silenced
- use appropriate vocabulary, spelling and sentence structures
- express a logical viewpoint about an idea, issue or event in a range of media and digital technologies
- integrate text structures, language features and visual techniques to engage and persuade audiences
- use editing processes and appropriate referencing
- use and adapt text structures and language features to communicate ideas in a range of media.

### 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 a Short Response and an Extended Response.

- 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 - Changing the story: Experimenting with point of view on an authentic issue in Tasmania: Identity; Sustainability

NB the authentic issue selected must not have been studied in either Module 1 or 2 of this course, nor the text used.

One (1) Prescribed study text: Australian Documentary Film and three shorter self-selected texts to be studied in different form/media (print media and multimodal texts).

In this Module learners will use the English knowledge, skills and understanding they have developed in Modules One and Two to deepen their understanding of how media texts represent differing points

of view about an authentic issue. Learners will develop a transdisciplinary inquiry experimenting with point of view to explore a range of ways of representing an authentic issue. They explore how points of view on an issue can be represented and designed to shape meaning for different purposes, audiences and contexts. Learners appreciate, explore, interpret, analyse and evaluate the ways language is used to shape specific points of view in differing texts, forms, modes and media. They experiment with language, form and medium, use relevant English Textual Concepts\* to support their understanding of the ways point of view may be expressed in texts to convey differing points of view on a specific issue.

By responding and composing throughout the Module learners further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They present and represent points of view using evaluative language to make informed judgements. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text. Learners will develop a transdisciplinary inquiry experimenting with point of view to explore other ways of understanding an authentic issue. They will select a range of media texts and draw from personal experience to make connections between themselves, the world of the text and their wider world. They will acquire and share their disciplinary knowledge through a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 6 for English Textual Concepts\*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

### Module 3 Learning Outcomes

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

1. apply and select appropriate communication skills and strategies through reading, viewing, listening, writing, listening and speaking for interaction with others in real or imagined contexts
2. analysis: understand ways in which language is used to influence: and engage different audiences
3. create oral, written and multimodal texts: that communicate ideas and perspectives on issues and events
6. investigate the way language is used to present points of view on real-world issues.

### Module 3 Content

To achieve the learning outcomes learners will draw on the knowledge and skills developed through study of Modules 1 and 2 of this course:

The presentation of an externally assessed individual Inquiry - 25 allocated hours of class time

Context: community, educational, personal or work related.

Students are required to complete an individual inquiry in the form of a folio.

The structure of the inquiry must follow the format provided.

The Inquiry will form the basis of the evidence that will be assessed externally by TASC in determining student ratings on assessment criteria 2, 3, and 6.

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

1. Inquiry Outline

2. Context Statement: an explanation of rationale, aims, purpose, audience and context, and folio pieces and include articulation of the following characteristics:
  - Inquiry question which enables rigour, challenge and requires complex concepts, applied learning and relevant, real world problem-solving and involve new ideas for the learner
  - Learning intentions, purpose, intended audience and context
  - Literacy Focus – language choice, control and usage
  - Folio: Comparative analysis, Persuasive and Creative Multimodal Text
  - Inquiry Management Strategies including research methodologies, timelines, and resources required to undertake the study
  - background research that will inform the inquiry question and the scoping of the research.
3. Inquiry Development and Folio
4. Record of Progress
5. Inquiry Presentation

\*External Assessment Specifications will provide further detail.

### 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 a folio.

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.

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

1. communicate effectively in a range of language modes and contexts
2. analyse a range of texts\*
3. produce a range of texts\*
4. respond to the way perspectives are represented in a range of texts
5. respond to the way ideas, attitudes and values are represented in a range of texts
6. respond to points of view on authentic issues in a range of texts\*
  - contexts every day, 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.

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

## Standards

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

This criterion is only internally assessed.

Rating C	Rating B	Rating A
communicate ideas using clear and controlled language for different audiences, purposes and contexts	communicate ideas using clear, controlled and precise language for different audiences, purposes and contexts	communicate ideas using nuanced language with precision and subtlety for different audiences, purposes and contexts
communicate ideas using logical organisational structures and cohesive devices	communicate ideas effectively using logical organisational structures and cohesive devices	communicate ideas effectively adapting and using logical organisational structures and cohesive devices
select and use appropriate register vocabulary and syntax to convey meaning.	accurately use register, vocabulary and syntax to convey meaning.	accurately use register, and sophisticated vocabulary and syntax to convey meaning.

Criterion 2: analyse a range of texts\* (listening, reading and viewing)

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
explain and interpret complex information, ideas, and perspectives from a range of texts and sources	analyse and interpret complex information, ideas, and perspectives from a range of texts and sources	evaluate and interpret complex information, ideas, and perspectives from a range of texts and sources
explain how language features are used to represent personal, social and cultural values and ideas	analyse how features are used to represent personal, social and cultural values and ideas	evaluate how features are used to represent personal, social and cultural values and ideas
assess and explain how language features, structures, modes and mediums are used to achieve particular purposes and effects.	assess and analyse how language features, structures, modes and mediums are used to achieve particular purposes and effects.	evaluate how language features, structures, modes and mediums are used in texts to achieve particular purposes and effects.

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

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
compose a range of texts which develop ideas, and make appropriate use of language features	compose a range of effective and coherent texts which clearly develop ideas, and make innovative use of language features	compose a wide range of sustained and well-argued texts which develop complex ideas, and make innovative use of language features
select and use text structures, forms and language features, appropriately for different contexts and purposes	select and use text structures, forms and language features effectively for different contexts and purposes	integrate text structures forms and language features skilfully for different contexts and purposes
control grammatical conventions, punctuation and spelling to achieve clarity	control and accurately use grammatical conventions, punctuation and spelling	control and accurately use grammatical conventions, punctuation and spelling to achieve effect
plan, draft, proofread, review and reference own responses appropriately.	plan, draft, proofread, review, refine and reference own responses appropriately.	plan, draft, edit, evaluate, refine and reference own responses effectively.

Criterion 4: respond to the way ideas, attitudes and values are represented in a range of texts

This criterion is only internally assessed.

Rating C	Rating B	Rating A
respond critically, comparing the ways ideas, attitudes and values are represented in texts to shape response	respond critically, analysing the ways ideas, attitudes and values are represented in texts to shape response	respond critically, evaluating the ways ideas, attitudes and values are represented in texts to shape response
respond creatively to the ideas attitudes and values represented in study texts; selecting, and using language, context and form appropriate to audience and purpose.	respond creatively to the ideas attitudes and values represented in study texts, selecting using and refining language, context and form appropriate to audience and purpose.	respond creatively and effectively to the ideas attitudes and values represented in study texts; purposefully selecting language, context and form appropriate to audience and purpose.

Criterion 5: respond to the way perspectives are represented in a range of texts

This criterion is only internally assessed.

Rating C	Rating B	Rating A
respond critically, comparing how perspectives are represented in texts to shape response	respond critically, analysing how different perspectives are represented in texts to shape response	respond critically, evaluating how effectively different perspectives are represented in texts to shape response
respond creatively to the perspectives represented in study texts; selecting and using language, context and form appropriate to audience and purpose.	respond creatively to the perspectives represented in study texts; selecting using and refining language, context and form appropriate to audience and purpose.	respond creatively and effectively to the perspectives represented in study texts; purposefully selecting language, context and form appropriate to audience and purpose.

Criterion 6: respond to point of view on authentic issues represented in a range of texts\*

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
respond critically, comparing how issues and points of view are represented in texts to shape response	respond critically, analysing how different and points of view are represented in texts to shape response	respond critically, evaluating how effectively different issues and points of view are represented in texts to shape response
respond creatively to the issues represented in study texts; selecting and using language, context and form appropriate to audience and purpose.	respond creatively and persuasively to the issues represented in study texts; selecting, using and refining language, context and form appropriate to audience and purpose.	respond creatively, persuasively and effectively to the issues represented in study texts; purposefully selecting language, context and form appropriate to audience and purpose.

## 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 the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in Project Based English Level 3 are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

### HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

### COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)

### SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

### PRELIMINARY ACHIEVEMENT (PA)

5 '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

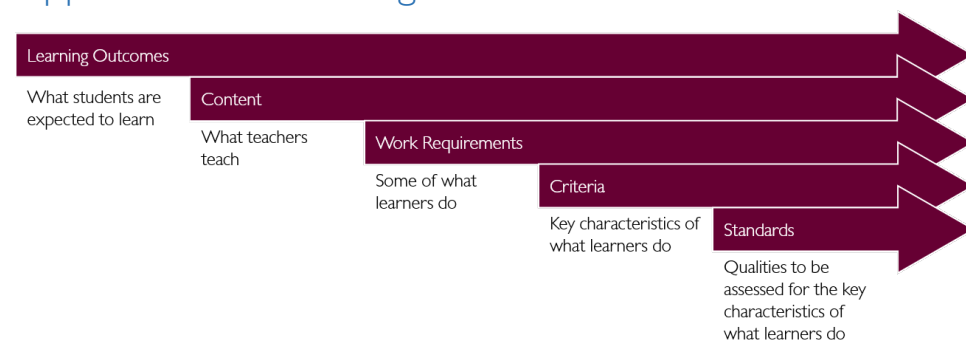
This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.















This course acknowledges material provided by New South Education's Standards Authority (NESA) as articulated in the English Textual Concepts outlined in Appendix 7.

## 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. apply and select appropriate 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. analysis: understand ways in which language is used to influence audiences	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:  
3. create oral, written and multimodal texts.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3, 4	GC:   
4. examine the ways that perspectives are presented in texts for different purposes and contexts.	Module 1	Module 1	C 4	E 1, 2	GC:  
5. investigate the way language is used to represent issues and attitudes.	Module 2	Module 2	C 5	E 1, 2	GC:  
6. investigate the way language is used to present points of view on real-world issues.	Module 3	Module 3	C 6	E 1, 2	GC:  

## Appendix 2 - Alignment to Curriculum Frameworks

English Studies Level 3 articulates the learning outcomes, standards and content of Senior Secondary Australian Essential English Units 3 and 4.

### Alignment between Module 1 and Senior Secondary Australian Essential English Unit 3

Respond to English texts by:

- gathering and distinguishing different points of view about the main ideas in texts (ACEEE029 ACEEE036)
- apply critical thinking skills, identifying facts, opinions, supporting evidence and bias (ACEEE030)
- discussing the way attitudes and values are represented (ACEEE031)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (ACEEE032)
- categorising and integrating ideas and information about specific themes or ideas (ACEEE037)
- employing ethical research practices. (ACEEE038)

Consider the ways different perspectives and values are presented in texts including:

- analysing and assessing how different perspectives and values are presented in texts
- discussing the relationships between context, purpose, and audience, in literary, everyday and workplace texts (ACEEE033)
- analysing and assessing the use of narrative techniques, mediums, types of texts, text structures and language features. (ACEEE034, ACEEE035)

Compose a range of texts; written, oral, visual, digital and multimodal, by:

- using appropriate vocabulary, spelling and sentence structures (ACEEE041)
- using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media (ACEEE039)
- selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes (ACEEE040)
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. (ACEEE042)

### Alignment between Module 2 and Senior Secondary Australian Essential English Unit 4

Respond to English texts by:

- analysing issues and ideas in texts and explaining perspectives and implications (ACEEE043)
- evaluating the evidence upon which different views are based (ACEEE044)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- discuss the way ideas and information are presented in texts (ACEEE046)
- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- determining the relevance of source material to the context and topic (ACEEE051)
- employing ethical research practices such as acknowledging sources, and avoiding plagiarism – collusion. (ACEEE052)

Consider the ways in which attitudes and assumptions are presented in texts including:

- analysing and assessing how attitudes and assumptions are presented in texts
- discussing community, local or global issues in literary, everyday and workplace texts (ACEEE047)
- analysing and assessing the use of media, types of texts, text structures and language features (ACEEE048)
- applying critical thinking to determine how some points of view are privileged while others are marginalised or silenced. (ACEEE049)

Compose a range of texts; written, oral, visual, digital and multimodal, by:

- using appropriate vocabulary, spelling punctuation, grammar and sentence structures (ACEEE055)
- expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies (ACEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program (ACEEE054)
- using editing processes and appropriate referencing (ACEEE056)
- using and adapting text structures and language features to communicate ideas in a range of media.
- 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.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**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 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 150 words or a 10-minute multimodal presentation

**Timing:** 6 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 2000 words or a 10-minute multimodal presentation

**Timing:** 8 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
- Criterion 4: All standard elements

### Module 2 Work Requirements Specifications

**Focus Area:** Transdisciplinary

**Title of Work Requirement:** Australian Stories: Whose experience? Whose perspective?

**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 150 words or a 10-minute multimodal presentation

**Timing:** 6 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:** Australian Stories: Whose experience? Whose perspective?

**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 2000 words or a 10-minute multimodal presentation

**Timing:** 8 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
- Criterion 5: All standard elements

### Module 3 Work Requirements Specifications

**Focus Area:** Transdisciplinary

**Title of Work Requirement:** Inquiry: Experimenting with Point of View aligned to the module description.

**Mode /Format:** Analytical, creative/persuasive: oral, written or multimodal

**Learning Outcomes:** 1, 2, 3, 4

**Description:** One Folio

- One Comparative Response
- One Persuasive Response
- One Creative Multimodal Response

**Size:** Recommended maximum of 4000 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

### Relationship to External Assessment:

## 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

- o A central glossary will be added to the final draft of the course for consultation.

## Appendix 6 – English Textual Concepts

New South Education 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 appreciate the elegance of argument as a scholarly conversation conveying us from familiar knowledge to new perceptions.

They learn that

- an argument acknowledges and synthesises a range of ideas and perspectives
- arguments that rely on assumptions are not necessarily well-founded
- arguments transform concrete details into abstractions
- arguments, in different forms, modes and media, convince in different ways
- the narrative may present arguments through its thematic concerns

### Authority

- interactive digital texts enable different levels of agency which embody reading processes; agency is not necessarily authority
- the acts of textual re-working, recreation and intervention may transfer authority from the original text, sometimes undermining, while at other times, acknowledging its value
- texts construct subject positions which responders can, within the context of their own experience, willingly or passively accept or intentionally reject
- processes of authorisation vary according to context and medium

### Character

Students understand that characterisation depends on assumptions about people and the world we inhabit.

They learn that

- judgements about character are framed by other narrative elements such as point of view, genre, focalisation, imagery, by larger discourses and by views of oneself

## Code and Convention

Students understand that codes and conventions are constantly evolving in response to new forms of communication and cultural change.

They learn that:

- deliberate manipulation of and experimentation with codes and conventions can stimulate and express complex thinking
- codes and conventions are used to promote, reflect or subvert value systems
- combinations of codes and conventions in various modes and media lead to hybrid genres and emerging textual forms
- control of codes and conventions offers different ways of responding to and composing texts

## Connotation, Imagery and Symbol

Students understand that figurative language accesses different ways of thinking and feeling.

They learn that

- figurative language gives access to abstract ideas by inviting us to understand one thing in terms of another
- when figurative language becomes ubiquitous its effect is clichéd
- figurative language creates a network of meanings and associations
- figurative language is pervasive in everyday life reflecting cultural assumptions about common activities

## Context

Students understand that context is critical to the variety of meanings that are made through texts.

They learn that

- exposure to texts in different contexts extends and deepens their capacity for making meaning
- context creates a dynamic relationship between responder, text and composer
- social, cultural and historical contexts influence style, as do contexts of mode and medium
- particular contexts privilege certain kinds of response and composition
- recontextualisation may expose assumptions that have become naturalised

## Genre

Students understand that genres are textual expressions of social and cultural purposes

They learn that

- all texts are instances of one or more genres
- genres are dynamic and open-ended
- new genres may emerge through different technologies or through blending to form hybrids



## **Intertextuality**

Students understand that every text is in dialogue with other texts. These dialogues can be explicit, implied or inferred.

They learn that

- intertextuality is a relationship formed by a composer or responder between and among texts through recognising common features
- texts have within them the seeds and resonances of other texts, so becoming interdependent for meaning making

## **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 shapes our understanding of human experience, each story contributing to larger narratives that claim to give purpose to life.

They learn that:

- narrative organises relationships between characters, places and events into meaningful forms
- we see ourselves and our experiences as and through narrative

## **Perspective**

Students understand that perspective is dialogic and a foundation for flexible and self-reflexive thought.

They learn that

- different perspectives may be adopted for particular purposes
- engaging with different perspectives gives insight into one's own worldview and how we position ourselves in relation to others
- adopting different perspectives may confirm, challenge or modify other readings

## **Point of View**

Students understand that point of view dictates the distance - temporal, spatial and emotional - between the responder and the events and ideas in the texts.

They learn that

- point of view gives us a position from which to judge events
- a consistent and unobtrusive point of view is a mark of realism
- multiple narrators and focalisers may construct complex, shifting or problematic meanings.
- in texts purporting to be objective, shaping by point of view may be difficult to discern

- testing the reliability of a narrator or focaliser requires consideration of other points of view implied in the text or of our understanding of the world

## Representation

Students understand that in representing the world composers and responders construct, co-construct, deconstruct and reconstruct meaning in and through texts.

They learn that

- representation organises and influences our views of experiences and ideas
- representation reinforces, challenges or may attempt to reshape values and ways of thinking
- systems of representation change according to culture, mode and medium

## Style

Students understand that style operates at macro and micro levels of texts and consists of deliberate combinations of elements of language, expression and ideas.

They learn that

- style influences and has been influenced by other texts
- style is both aesthetic and dynamic, playing on the relationships between convention, subversion and experiment
- some styles are privileged over others according to purpose, circumstance and audience
- style is an identifier of different groups and can have inclusive or exclusive effects

## Theme

Theme reinforces ways of thinking and being in a culture

They learn that

- theme emerges out of the relationship between a responder, composer, a text and a culture.
- Themes are often conveyed through non-literal elements of a text, including metaphor, symbol, structure
- some discourses foreground particular themes
- themes may become archetypal in the representation of a culture across texts and contexts

## Appendix 7 – Texts

### Prescribed Texts

There will be one prescribed text for Module 1 and Module 3.

Module 1 one (1) Australian Non-Fiction Text

Module 3 one (1) substantial Australian Documentary Film

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) Australian Non-Fiction Text (creative non-fiction)
- at least ONE (1) Australian Literary Text (short stories, play, film, poetry)
- at least ONE (1) substantial Australian Documentary Film

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

Additionally, the selection of specific texts for study from the current **Prescribed Text List** will be guided by consideration of the study of:

- Australian texts
- Tasmanian Texts
- Indigenous Literature
- Asian Texts.

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 post WWII texts.

Forms of prescribed texts for the *Project Based English* Level 3 course 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.

Prescribed 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. Prescribed texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Prescribed 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, websites, computer games, social networking sites, email, SMS, apps).

### Teacher and Student Selected 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 3 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 8 – Learning Processes

New South Education 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.