

# Sample Scope and Sequence

English Inquiry, ENT215123

## Scope and sequence

Below is a possible sequence of content for English Inquiry, ENT215123. This example supports teachers to develop their own scope and sequence documents to meet the needs of learners.

Work requirements have been identified within this possible sequence of content. Providers must ensure there are sufficient opportunities for learners to demonstrate improvement over time and/or consistency of achievement against each criterion.

This sample scope and sequence must be adapted by schools in order to meet the Office of TASC's [Standards for Providers](#)<sup>1</sup> including ensuring that internal assessments are fair, equitable and comparable.

Providers can use the [Assessment Documentation: Self-Evaluation Toolkit for Teachers](#)<sup>2</sup> to check their plans for assessment, assessment tools and assessment records.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents. Please visit the [TASC website](#)<sup>3</sup> for more information.

## Context statement

This scope and sequence was developed for a class of 20-25 learners in a 7-12 secondary college environment. Learners participated in 3 x 90-minute lessons per week. Learners have access to an internet-enabled device each lesson. They engage with the community inside and outside the classroom through avenues such as visits, surveys, interviews, listening to guest speakers or excursions.

## Course specific advice

This document is part of a set of baseline resources to support teachers to implement English Inquiry, ENT215123. When developing their own scope and sequence, teachers should view the accredited [Course Document](#)<sup>4</sup> and [Course Implementation Guide](#)<sup>5</sup>. A Community of Practice exists for this course, please visit our [website](#)<sup>6</sup> for more information.

<sup>1</sup> <https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/>

<sup>2</sup> [https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation\\_AssessmentDocumentation.pdf](https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation_AssessmentDocumentation.pdf)

<sup>3</sup> <http://www.tasc.tas.gov.au/>

<sup>4</sup> <https://www.tasc.tas.gov.au/students/courses/english/>

<sup>5</sup> <https://11and12.education.tas.gov.au/learning-areas/english/>

<sup>6</sup> <https://11and12.education.tas.gov.au/communities-of-practice/>

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 1 - Week 1 to 3 Module 1 - Making meaning through responding and composing <ul style="list-style-type: none"> <li>Transdisciplinary connections with English will be determined by providers in this module.</li> </ul>	<p><b>Engage and ideate</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>how to use inquiry skills and strategies to comprehend transdisciplinary texts.</li> <li>the conventions, structures, and language features of transdisciplinary texts</li> <li>about the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>to use strategies and skills to comprehend transdisciplinary texts.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Are introduced to their study of this module through an inquiry question based on the module focus aligned to the transdisciplinary connections selected, which they unpack and discuss.</li> <li>Are introduced to the key discipline ideas that will be used to make transdisciplinary connections between English and other disciplines and address the inquiry focus.</li> </ul> <p>Example learning activities include discussing:</p> <ul style="list-style-type: none"> <li>the selected inquiry/driving question for the module</li> <li>the transdisciplinary connections between English and other disciplines that will be made to explore the inquiry focus</li> <li>the transdisciplinary texts that will be studied.</li> </ul> <p>Inquiry Question</p> <ul style="list-style-type: none"> <li>What are the relationships between texts and between texts and our own lives?</li> </ul> <p>Transdisciplinary texts</p> <ul style="list-style-type: none"> <li>2 Teacher selected transdisciplinary texts to model analysis.</li> <li>3 Teacher selected transdisciplinary texts for student analysis</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>engaging in a before and after web (topic, original knowledge, new knowledge)</li> <li>engaging in class reading/viewing or listening of 2 short teacher selected text</li> <li>learning to compare and analyse the texts through teacher directed modelled structural analysis.</li> </ul>	<p><b>Module 1 - Work Requirement 1 of 3</b></p> <p>Making meaning through responding and composing - Engaging personally with transdisciplinary texts</p> <p><b>Mode/Format:</b> short response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C6	E2, 3, 4 E1, 3, 4 E1, 2, 3
	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>use strategies and skills to comprehend transdisciplinary texts</li> </ul>	<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>Individually reading/viewing or listening to three additional teacher selected transdisciplinary study texts related to the inquiry question, and connected by a common focus.</li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>recognise, reflect on, interpret, and explain the connections between their own experiences and the world in texts</li> <li>consider and analyse the ways their own experience affects their responses to texts.</li> </ul>	<ul style="list-style-type: none"> <li>Making text annotations or notes and recording personal connections with texts using a chart.</li> <li>Engaging in paired reviews to summarise their understanding of the key points of the study texts.</li> <li>Sharing and discussing ideas, responses with peers or class.</li> <li>Working with a small group and examining two short transdisciplinary texts with similar subject matter. Discussing and responding to the texts making connections and relating to own experiences. Students are provided with 5 statements which focus on concepts in the text and are thought provoking or controversial. Students record their agreement or disagreement with statements, discuss and attempt to reach consensus. They share responses with the class and are able to justify their reasoning.</li> <li>Participate in a six thinking hats activity to critically and creatively, reflect on the texts.</li> </ul>					
	<p><b>Exhibit and Reflect</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>create texts - a short oral presentation</li> <li>engage personally, reflecting on and sharing their learning.</li> </ul>	<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>crafting and presenting a short oral presentation aligned to the module description accompanied by a multimodal aide or an audio recording; for example, a podcast.</li> <li>The presentation can be either interpretive or persuasive. Learners make personal connections with specified texts by focusing on the ways language and text structures are used to communicate meaning.</li> </ul>					
<p>Term 1 - Week 4 to 8</p> <p>Module 1 - Making meaning through responding and composing</p>	<p><b>Engage and ideate</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>use strategies and skills to comprehend transdisciplinary texts, using structural and language features to identify the main ideas, supporting arguments and evidence</li> <li>use information for specific purposes and contexts.</li> </ul> <p>Example learning activities include:</p>	<p>Transdisciplinary texts</p> <ul style="list-style-type: none"> <li>Students focus on 2 of the teacher selected transdisciplinary texts previously studied in weeks 1-3.</li> </ul> <p>Inquiry Question</p> <ul style="list-style-type: none"> <li>How do texts shape meaning and response?</li> </ul>	<p><b>Module 1 - Work Requirement 2 of 3</b></p> <p>Making meaning through responding and composing - Making connections between transdisciplinary texts</p> <p><b>Mode/Format:</b> extended response</p> <p>See the course document for more information.</p>	Major	Yes	<p>C1</p> <p>C3</p> <p>C4</p> <p>C5</p> <p>C6</p>	<p>E1, 2, 3, 4</p> <p>E1, 2, 3</p> <p>E1, 2, 3</p> <p>E1, 2, 3, 4</p> <p>E1, 2, 3</p>

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>using a comparison matrix students collaborate to identify, compare, and describe the connections between the two texts.</li> </ul>						
	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>consider the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>engage critically identifying the ways in which composers position the audience to accept particular views and make judgements about theses.</li> <li>create texts – a written analytical response</li> <li>analyse selected transdisciplinary study texts to determine: <ul style="list-style-type: none"> <li>» how texts are constructed for particular purposes, audiences, and contexts</li> <li>» the ways text structures, language features and narrative features are used to shape response.</li> </ul> </li> </ul>	<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>engaging in a Think – Pair – Square to identify the attitudes and values in both texts and to identify the intended purpose and audience of the texts.</li> <li>Working in small groups and engaging in a creative jigsaw activity – where each member analyses one text and then present to the group – whole group reports to the class.</li> <li>Crafting a written analytical extended response aligned to inquiry question. Assessing the connections between specified texts by examining the ways language and text structures are used to communicate meaning.</li> </ul>					
Term 1 - Week 9 to 10 Module 1: Making meaning through responding and composing	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>create an imaginative or persuasive text, in response to the inquiry question, the texts studied and learning throughout the module</li> <li>identify the audience and purpose of their text</li> <li>select text structures, language features to shape meaning and response.</li> </ul>	<p>Inquiry Question</p> <ul style="list-style-type: none"> <li>How can I experiment with text structures and language features to shape meaning and response?</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>crafting an extended multimodal response, print or non-print or written, imaginative or persuasive text type, aligned to inquiry question.</li> </ul>	<p><b>Module 1 - Work Requirement 3 of 3</b></p> <p>Making meaning through responding and composing - Engaging imaginatively or persuasively with transdisciplinary texts.</p> <p><b>Mode/Format:</b> extended response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C4 C5	E2, 3, 4 E2 E1, 2, 3 E1, 2, 3, 4
	<p><b>Exhibit and Reflect</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>consider the ways in which transdisciplinary texts communicate ideas, attitudes and values</li> </ul>	<p>Students will reflect on their imaginative or persuasive texts and discuss:</p> <ul style="list-style-type: none"> <li>the transdisciplinary connections made</li> <li>the design of their creative response, identifying the audience and purpose of their text</li> <li>how they used text structures, language features to shape meaning and response.</li> </ul>					
Term 2 - Week 1 to 2	<p><b>Engage and ideate</b></p> <p>Students will learn:</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>Are introduced to their study of this module through an inquiry question based on the</li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
<p>Module 2: How can different text types be vehicles for arguments?</p> <ul style="list-style-type: none"> <li>Transdisciplinary connections with English will be determined by providers in this module.</li> </ul>	<ul style="list-style-type: none"> <li>how to use inquiry skills and strategies to comprehend arguments and ideas represented in transdisciplinary texts.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore how argument works in different types of texts</li> <li>read/view/ listen to the study texts</li> <li>apply their knowledge of the conventions, structures, and language features of transdisciplinary texts</li> <li>the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>use strategies and skills to comprehend transdisciplinary texts</li> <li>learn that the thrust and shape of argument is influenced by the contexts of composition and reception</li> <li>learn that an argument is the logical development of a supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding.</li> </ul>	<p>module focus aligned to the transdisciplinary connections selected, which they unpack and discuss.</p> <ul style="list-style-type: none"> <li>Are introduced to the key discipline ideas that will be used to make transdisciplinary connections between English and other disciplines and address the inquiry focus</li> </ul> <p>Example learning activities include discussing:</p> <ul style="list-style-type: none"> <li>the selected inquiry/driving questions for the module</li> <li>the transdisciplinary connections between English and other disciplines that will be made to explore the inquiry focus</li> <li>the transdisciplinary texts that will be studied.</li> </ul> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> <li>What makes an effective argument?</li> <li>Which is the most persuasive?</li> <li>How does an argument persuade me?</li> </ul> <p>Transdisciplinary texts:</p> <ul style="list-style-type: none"> <li>A selection of 4 short teacher selected texts in different modes (2 visual, 1 written, 1 multimodal non print).</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>exploring and discussing what makes an effective argument</li> <li>learning that argument can be expressed in many different texts including visual</li> <li>engaging personally and assessing the impact of the texts on themselves</li> <li>comparing extracts from the four texts, including two visual texts on the same topic to draw conclusions about what is persuasive and explaining why</li> <li>considering how an argument works to persuade</li> <li>evaluating the effectiveness of the argument in the study texts</li> <li>reflecting on what aspect of argument has a strong impact on their thinking</li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> <li>examining and explaining the relationship of language, content audience and purpose in an argument For example, what, why, who and how</li> <li>identifying the main idea of an argument (thesis) by crafting a thesis for each of the study texts.</li> </ul>					
Term 2 - Week 3 to 4 Module 2: How can different text types be vehicles for arguments?	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>learn that rhetorical devices are chosen for their effect for particular audiences and purposes</li> <li>learn that an arguments, despite claims to objectivity, come from a particular perspective</li> <li>rhetorical devices are chosen for their effect for particular audiences and purposes</li> <li>apply their knowledge of the conventions, structures, and language features of transdisciplinary texts</li> <li>the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>use strategies and skills to comprehend transdisciplinary texts</li> <li>create an analytical response.</li> </ul>	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> <li>How can knowing about rhetoric help me understand argument?</li> <li>How do I structure an argument?</li> </ul> <p>Transdisciplinary texts:</p> <ul style="list-style-type: none"> <li>2 extracts from strong persuasive arguments (transdisciplinary).</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>exploring how rhetoric is applied in written and visual texts</li> <li>defining the terms used in rhetorical triangle (ethos, pathos, logos)</li> <li>exploring how writers use a rhetorical triangle to structure an argument</li> <li>exploring and constructing sentences that convey an argument</li> <li>learning how to structure an argument</li> <li>crafting an argumentative essay.</li> </ul>	<p><b>Module 2 - Work Requirement 1 of 2</b></p> <p>How can different text types be vehicles for arguments - Engaging critically with transdisciplinary texts</p> <p><b>Mode/Format:</b> analytical response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C3 C4 C7	E1, 2, 3 E1, 2, 3 E1, 2, 3 E1, 2, 3
Term 2 - Week 5 to 6 Module 2: How can different text types be vehicles for arguments?	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine how visual texts convey an argument</li> <li>apply their knowledge of the conventions, structures, and language features of transdisciplinary texts</li> <li>the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>use strategies and skills to comprehend transdisciplinary texts</li> <li>plan their Folio, select a focus/idea, and develop a thesis.</li> </ul>	<p>Inquiry Question:</p> <ul style="list-style-type: none"> <li>How can a visual text make an argument?</li> </ul> <p>Transdisciplinary texts:</p> <ul style="list-style-type: none"> <li>Three texts all related by a common focus or idea: <ul style="list-style-type: none"> <li>» Short visual texts (transdisciplinary) (week 5)</li> <li>» Short imaginative narrative text (transdisciplinary) (week 7)</li> <li>» Short persuasive text (transdisciplinary) (week 9).</li> </ul> </li> </ul> <p>The texts are used separately over weeks 5-10 as a conceptual model to develop students understanding of how the same idea/argument can be represented using different text types.</p>	<p><b>Module 2 - Work Requirement 2 of 2</b></p> <p>How can different text types be vehicles for arguments - Engaging imaginatively and persuasively; compose the same argument in different ways</p> <p><b>Mode/Format:</b> folio</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C3 C4 C5 C7	E1, 2, 3 E1, 2, 3 E1, 2, 3 E1, 2, 3 E1, 2, 3, 4 E1, 2, 3

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>examining and explaining the way visual language works in each text to represent (pathos, ethos, and logos)</li> <li>identifying the thesis for each text and assessing the effectiveness</li> <li>planning their Folio, selecting an idea and a thesis.</li> </ul>					
<p>Term 2 - Week 7 to 8</p> <p>Module 2: How can different text types be vehicles for arguments?</p>	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine how imaginative narrative texts convey an argument</li> <li>apply their knowledge of the conventions, structures, and language features of transdisciplinary texts</li> <li>the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>use strategies and skills to comprehend transdisciplinary texts</li> <li>create an imaginative narrative text.</li> </ul>	<p>Inquiry Question:</p> <ul style="list-style-type: none"> <li>How can an imaginative narrative make an argument?</li> </ul> <p>Transdisciplinary texts:</p> <ul style="list-style-type: none"> <li>Short imaginative narrative text (transdisciplinary).</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>identifying the thesis of an imaginative narrative text</li> <li>examining and explaining the way language works in imaginative narrative texts to represent (pathos, ethos, and logos)</li> <li>evaluating the effectiveness of the argument in the study text</li> <li>crafting an imaginative narrative text in line with their Folio plan.</li> </ul>					
<p>Term 2 - Week 9 to 10</p> <p>Module 2: How can different text types be vehicles for arguments?</p> <p>Term 3 – Week 1 to 2</p> <p>Module 2: How can different text types be vehicles for arguments?</p>	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine how persuasive texts convey an argument</li> <li>apply their knowledge of the conventions, structures, and language features of transdisciplinary texts</li> <li>the ways in which transdisciplinary texts communicate ideas, attitudes, and values</li> <li>use strategies and skills to comprehend transdisciplinary texts</li> <li>create a persuasive text and a context statement.</li> </ul> <p><b>Exhibit and Reflect</b></p> <p>Students will:</p>	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> <li>How can a persuasive text make an argument?</li> </ul> <p>Transdisciplinary texts:</p> <ul style="list-style-type: none"> <li>Short persuasive text (transdisciplinary).</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>identifying the thesis of a persuasive text</li> <li>examining and explaining the way language works in persuasive texts to represent (pathos, ethos, and logos)</li> <li>evaluating the effectiveness of the argument in the study text</li> <li>crafting a persuasive text and a context statement in line with their Folio plan.</li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<ul style="list-style-type: none"> <li>consider the ways in which transdisciplinary texts communicate ideas, attitudes and values</li> </ul>	<p>Students will reflect on their learning and discuss:</p> <ul style="list-style-type: none"> <li>the transdisciplinary connections made</li> <li>what they now understand about argument and persuasion.</li> </ul>					
<p>Term 3 - Week 3 to 6</p> <p>Module 3: Representations of issues in texts</p> <ul style="list-style-type: none"> <li>Transdisciplinary connections with English will be made by teachers and learners through a shared inquiry in this module.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>learn how to use inquiry skills.</li> <li>investigate how to interpret ideas, issues, and arguments in transdisciplinary texts</li> <li>investigate the ways in which context, purpose and audience influence meaning</li> <li>learn how to negotiate</li> <li>consolidate and extend comprehension, inquiry, and research skills</li> <li>create a range of texts to extend their literacy and language skills, critical and creative thinking skills, presentation skills and communication and interacting skills.</li> </ul>	<p>Phase I Shared Inquiry and Individual Negotiated Study</p> <p>Learners are introduced to:</p> <ul style="list-style-type: none"> <li>their study of this module through an inquiry question based on a chosen issue, which they unpack and discuss</li> <li>the way the module will be taught through a shared class inquiry which integrates an individual inquiry</li> <li>the key discipline ideas that will be used to make transdisciplinary connections between English and other disciplines and address the inquiry focus</li> <li>the process of an individual negotiated inquiry.</li> </ul> <p>Learners do this by discussing:</p> <ul style="list-style-type: none"> <li>The selected issue and the selected inquiry/driving question for the module. For example, How can issues be represented in transdisciplinary texts?</li> <li>The transdisciplinary connections between English and other disciplines that will be made to explore the overarching inquiry focus.</li> <li>How the teaching and learning in the module will be organised – 70 % teacher directed + 30 % student negotiated inquiry.</li> <li>How students will work on both the class inquiry and the individual/group aspects of the inquiry.</li> <li>The transdisciplinary texts that selected by the teacher to establish the inquiry.</li> <li>The process and requirements of an individual negotiated inquiry.</li> </ul>					



Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> <li>• The work requirements for the module: a Folio which comprises two negotiated pieces of work and an oral presentation.</li> <li>• Consolidate and extend their learning from Modules 1 and 2.</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>• discussing their current knowledge and understanding of the selected issue and the inquiry question to link prior knowledge to new knowledge and identify gaps in knowledge</li> <li>• defining the key issue and/or problem</li> <li>• class reading/viewing or listening and unpacking two selected transdisciplinary study texts (1 English, 1 from different discipline) that examine the selected issue in different ways</li> <li>• examining the key features of the texts and their effects to understand how an issue is represented in transdisciplinary texts</li> <li>• developing a mind map about the chosen issue for each study text.</li> </ul>					
	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• make connections between the information and ideas relating to the issue in the two transdisciplinary texts</li> <li>• examine the ways in which context, purpose and audience influence meaning</li> <li>• use strategies and skills for comprehending transdisciplinary texts</li> <li>• use information for specific purposes and contexts to inform the inquiry</li> <li>• use critical and creative thinking skills.</li> </ul>	<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>• Working with a partner to compare and contrast texts.</li> <li>• Think-Pair-Share <ul style="list-style-type: none"> <li>» Discuss the following questions with your partner and write 5 important points on the following: <ul style="list-style-type: none"> <li>– their opinion of the treatment of the issue in the two transdisciplinary study texts</li> <li>– the attitudes and values represented</li> <li>– the ways the issue is represented in different texts For example, the effects of language, form, mode and medium.</li> </ul> </li> </ul> </li> <li>• Think-Pair-Square: <ul style="list-style-type: none"> <li>» Learners find another pair and compare and contrast their points. The examine how they are the same and different and discuss why.</li> </ul> </li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<p><b>Exhibit and Reflect</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>reflect on the information learned and use the connections between texts to come to new understandings about how issues can be reinterpreted.</li> </ul>	<p>Example learning activities include revisiting, reflecting, sharing, and discussing:</p> <ul style="list-style-type: none"> <li>what has been learned about the ways the teacher selected texts work to represent an issue.</li> </ul>					
<p>Term 3 - Week 7 to 10</p> <p>Module 3: Representations of issues in texts</p> <p>Term 4 - Week 1 to 3</p> <p>Module 3: Representations of issues in texts</p>	<p><b>Engage and Ideate</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>negotiate, investigate, and interpret an issue and its related ideas and arguments in three short transdisciplinary texts</li> <li>consolidate and extend comprehension, inquiry, and research skills</li> <li>investigate the ways in which context, purpose and audience influence meaning</li> <li>create a range of texts to extend their literacy and language skills, critical and creative thinking skills, presentation skills and communication and interacting skills.</li> </ul>	<p>Phase 2 Negotiated Study</p> <ul style="list-style-type: none"> <li>In this phase of the shared inquiry students will work individually on their own negotiated study. They will develop their own inquiry question related to the focus of the module.</li> </ul> <p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>completing a negotiated study checklist</li> <li>learning to negotiate and develop their own inquiry question based on the chosen class issue</li> <li>identifying the transdisciplinary connections, they would like to make</li> <li>identifying three short transdisciplinary texts they would like to use to develop their inquiry</li> <li>understanding the work requirements and the relationship to the inquiry question</li> <li>identifying what they want to know and can achieve</li> <li>planning their inquiry, setting personal goals aligned to prescribed timeframes.</li> </ul>	<p><b>Module 3 - Work Requirement 1 of 1</b></p> <p>Representations of issues in texts - How can issues be represented in transdisciplinary texts?</p> <p><b>Mode/Format:</b> negotiated study</p> <p>Use Negotiated Study checklist in TASC course document.</p> <p>See the course document for more information.</p>	Major	Yes	<p>C1</p> <p>C2</p> <p>C3</p> <p>C4</p> <p>C5</p> <p>C8</p>	<p>E1, 2, 3</p> <p>E1, 2, 3, 4</p> <p>E1, 2, 3</p> <p>E1, 2, 3</p> <p>E1, 2, 3, 4, 5</p> <p>E1, 2, 3</p>
	<p><b>Connect and Apply</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>investigate a selected issue in transdisciplinary texts</li> <li>consolidate and extend comprehension, inquiry, and research skills</li> <li>create a range of texts to extend their literacy and language skills, critical and creative thinking skills, presentation skills and communication and interacting skills.</li> </ul>	<p>Example learning activities include:</p> <ul style="list-style-type: none"> <li>locating appropriate texts or sources of information</li> <li>gathering, sorting, and organising information and data</li> <li>reading and comprehending the texts</li> <li>crafting two responses to the selected inquiry focus: <ul style="list-style-type: none"> <li>» one extended analytical response</li> <li>» one extended persuasive or imaginative response.</li> </ul> </li> </ul>					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	<b>Exhibit and Reflect</b> Students will: <ul style="list-style-type: none"> <li>reflect on what they have learnt about the issue, the transdisciplinary connects made and the inquiry process</li> <li>develop their presentation skills.</li> </ul>	Example learning activities include: <ul style="list-style-type: none"> <li>Developing and presenting a short interpretive oral presentation accompanied by a multimodal aide or an audio recording to share their learning with the class.</li> <li>Finalising and submitting their negotiated study checklist.</li> </ul> Learners finalise their assessments for the year.					
Term 4 - Week 4	Revision, consolidation, and opportunities for learners to provide additional evidence as needed.						

CONTACT	<a href="mailto:years9-12learning@decyp.tas.gov.au">years9-12learning@decyp.tas.gov.au</a>
VERSION	Version 2 – December 2023
REVIEW BY DATE	December 2024
THIS DOCUMENT REPLACED	Version 1