

# English Inquiry

LEVEL 2		15 TCE CREDIT POINTS
COURSE CODE	ENT215123	
COURSE SPAN	2023 — 2027	
READING AND WRITING STANDARD	YES	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course is current for 2024.

**English Inquiry Level 2 is designed for learners who wish to consolidate and develop their knowledge, skills and understanding of English, by making purposeful connections with transdisciplinary texts from English as the primary discipline and a range of other disciplines**

The course offers students opportunities for agency, and to enjoy language and be empowered as competent, confident and engaged users of English for a variety of purposes through inquiry-based learning. Learners develop their language, literacy and literary skills through transdisciplinary study of English, providing them with the skills to succeed in a wide range of post-secondary pathways. Through engaging with a range of short, contemporary transdisciplinary texts students will learn about how language works to communicate meaning, language that persuades and representations of national or local issues. Learners will do this by responding to a range of transdisciplinary texts, creating texts for different purposes, contexts and audiences, and investigating a national or local issue of interest through an individual negotiated study.

## Transdisciplinary projects

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*English Inquiry* Level 2 is a Transdisciplinary projects course.

Transdisciplinary projects courses require learners to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Learners will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Learners will produce outcomes that are only possible through the intersection between disciplines. Learners 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. Learners 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)

For the purposes of this document, the term discipline is used to describe a recognised field of study or body of knowledge in a well-planned structure. Disciplines are defined by specialist knowledge, theories, concepts, methodology and terminology.

For the purposes of this document, transdisciplinary is used to describe an approach to teaching and learning which enables students to use learning or ways of working from multiple disciplines to explore a relevant concept, issue, or problem. It integrates the perspectives of a range of disciplines, resulting in a new and deeper understanding of the concept, issue or problem.

In this course learners will do this by:

- engaging in inquiry learning
- making meaning and personal connections from contemporary texts†
- accessing and locating information
- examining, brainstorming, questioning and presenting
- applying their learning in creative and critical ways

- responding to and producing a range of text types
- presenting, sharing, and reflecting on their learning experiences.

<sup>†</sup>In the English Inquiry suite of courses, transdisciplinary texts are defined as contemporary spoken, written and multimodal texts from English as the primary discipline and a range of other disciplines.

#### Rationale

*English Inquiry* Level 2 offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users, who understand how transdisciplinary texts drawn from English and other disciplines can communicate and represent meaning.

This course is suited to learners who wish to consolidate and develop their knowledge, understanding and skills in English, by creating, comprehending and responding to texts from a range of disciplines. Learners develop literacy skills by drawing on a variety of transdisciplinary resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies in different disciplines, according to purpose, context and audience, content, modes, mediums and how it is used effectively for a variety of purposes. They engage with different text types across a range of disciplines to support their understanding of themselves, their world and their place in it.

Learners engage with language and texts drawn from English and other discipline areas through inquiry-based learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English
- skills to choose structures, language and language features to convey meaning
- skills to read and view for meaning, purpose, and to use, critique and appreciate a range of contemporary texts drawn from a range of discipline areas
- effective use of language to ideate, design and produce texts for a variety of purposes and audiences
- critical and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with transdisciplinary texts, and how language shapes meaning.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations

#### Learning Outcomes

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

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts<sup>†</sup> and contexts shape meaning and response
4. create oral, written and multimodal texts for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
6. examine how the structure and language of transdisciplinary texts<sup>†</sup> varies in different modes, media and contexts
7. describe language choices and their effects on audiences in a variety of transdisciplinary texts<sup>†</sup>
8. represent and interpret information, ideas, issues and language in transdisciplinary texts<sup>†</sup>

#### Pathways

The *English Inquiry* Level 2 course enables learner continuity from Years 9-10 Australian Curriculum English and the *English Inquiry* Level 1 course.

The *English Inquiry* Level 2 course enables learner continuity into other Level 3 English courses but is not a pathway into either *English Literature* Level 3 or *English Writing* Level 3.

#### **Integration of General Capabilities and Cross-curriculum Priorities**

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Literacy

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

#### **Course Size And Complexity**

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2, please refer to the [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

#### **Course Structure**

This course consists of three 50-hour modules.

Module 1: Making meaning through responding and composing

Module 2: How can transdisciplinary text types be vehicles for arguments?

Module 3: Representations of issues in transdisciplinary texts.

#### **Course Delivery**

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

Through inquiry and transdisciplinary approaches, learners refine their knowledge, skills and understanding of English. English is the primary discipline that will intersect with other disciplines in a customised and purposeful way as learners progress through the modules.

Each of the three modules in this course must have different topics, ideas and texts selected for transdisciplinary learning.

#### **Course Requirements**

##### **Access**

There are no access restrictions for entry into this course.

Work submitted for assessment in other studies cannot be used for assessment in this course. Therefore, a student cannot use work including, but not limited to, an independent study, folio, project or assignment presented for assessment for a TASC accredited course or recognised formal learning qualification including VET studies.

##### **Resource requirements**

Access to a computer, phone, and the internet.

Engagement with the community inside and outside the classroom through avenues such as visits, surveys, interviews, listening to guest speakers or excursions.

## Module 1: Making meaning through responding and composing

Transdisciplinary connections between English as the primary discipline and other disciplines are used in this module to investigate the way language is used to communicate meaning in texts. The intersection of English and at least one other discipline enables learners to engage critically and creatively through the study of texts.

In this module, possible transdisciplinary connections with English may include, but are not exclusive to, Health and Physical Education, Humanities and Social Sciences, Mixed Field, Science, Technologies and The Arts.

For example, learners may investigate how language and text features work to make and communicate meaning through:

- English and Health and Physical Education: how do recreational and professional sports-related texts communicate meaning? Possible stimuli could include, but are not limited to, sports marketing for events, teams, clubs, products and services, sports science fitness apps, public health campaigns and sports journalism and commentary.
- English and Mixed Field: how do differing work-related texts relevant to a particular occupation communicate meaning? These could include, but are not limited to:
  - travel and tourism, event management
  - entrepreneurial enterprise
  - trades
  - engineering
  - human resource management
  - law
  - music, film or television
  - hospitality
  - education
  - health and fitness’.

Possible stimuli could include, but are not limited to, worksite instructions, project and event plans, proposals, reports, SMS communications, charts, production schedules and advertisements.

See Appendix 6 for text requirements.

## Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts<sup>†</sup> and contexts shape meaning and response
4. create oral, written and multimodal texts<sup>†</sup> for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
6. examine how the structure and language of transdisciplinary texts<sup>†</sup> varies in different modes, media and contexts

<sup>†</sup> contemporary spoken, written and multimodal texts from English and a range of disciplines

## Module 1 content

This module focuses on comprehending, creating and responding to the ideas and information presented in texts drawn from English as the primary discipline and other disciplines. Learners will employ a variety of strategies to assist comprehension. They will read, view and listen to transdisciplinary texts to connect, interpret and visualise ideas. They will learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure.

Learners will consider the language features, structures and genres of transdisciplinary texts, and how organisational features of texts help the audience to make meaning. Learning in this module emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. They will interact with others in a range of contexts. They will communicate ideas and information clearly and correctly in a range of contexts, real and imaginative. Learners will apply their understanding of language through the creation of texts for different purposes.

## Key knowledge

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

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

- how texts are constructed for particular purposes, audiences and contexts
- the ways text structures, language features and narrative features are used to shape response.

### **Key skills**

Use strategies and skills for comprehending transdisciplinary texts including:

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

Using information for specific purposes and contexts by:

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

Create a range of texts by:

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

### **Module 1 work requirements summary**

This module includes work requirements in the form of analytical, imaginative, interpretive or persuasive text types. Each response must evidence transdisciplinary study.

Learners must produce:

- one short oral response which can include multimodal elements
- one extended written response
- either one extended multimodal response print or non-print or one extended written response.

See Appendix 3 for the full specifications of the work requirements of this course.

### **Module 1 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

## Module 2: How can different text types be vehicles for arguments?

The focus of this module is to investigate the way different text types across a range of disciplines construct an argument. Possible transdisciplinary connections with English in this module include, but are not exclusive to, Humanities and Social Sciences, Sciences, Mathematics, Technologies and The Arts.

For example, learners may investigate how different text types can be vehicles for arguments through:

- English and The Arts: How do performances of songs and slam poetry present an argument?
- English and Humanities and Social Sciences: The Aboriginal and Torres Strait Islander histories and cultures: how do narratives present an argument? Possible stimuli could include, but are not limited to, articles on truth telling and short stories about culture, heritage and history.

See Appendix 6 for text requirements.

## Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts<sup>†</sup> and contexts shape meaning and response
4. create oral, written and multimodal texts<sup>†</sup> for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
7. describe language choices and their effects on audiences in a variety of transdisciplinary texts<sup>†</sup>

<sup>†</sup> contemporary spoken, written and multimodal texts from English and a range of disciplines

## Module 2 content

Module 2 focuses on interpreting ideas and arguments represented in a range of texts, forms, modes, and media drawn from both English and other discipline areas. Learners will analyse text structures and language features to identify the ideas, arguments and values expressed in texts. They will explore the use of language for persuasive effect, and the structure and presentation of arguments. They will consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Learners will make inferences about the purposes and the intended audiences of texts.

Learners will examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. They will integrate relevant information from texts to develop their own interpretations and positions. They will learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. They will analyse and create a range of text types using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

## Key knowledge

- that argument is deliberate staging of ideas and feelings, through spoken, visual and written language, in the development of a thesis to influence their response
- that texts offer an argument and that responses to texts are also an expression of an argument
- the features of analytical responses to texts that present an argument: structure, conventions, and language
- the conventions of discussion and debate such as active listening, checking for understanding and questioning.

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

- the ways in which main ideas, arguments, values and supporting details are represented in transdisciplinary texts
- the use of language features and the effects of mediums, types of texts and text structures to influence responses
- the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.

## Key skills

Use strategies and skills for comprehending transdisciplinary texts including:

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

Using information for specific purposes and contexts by:

- locating and selecting information from a variety of sources in a range of disciplines
- using evidence to support analytical responses
- using different strategies to select relevant information.

Create a range of texts:

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

### **Module 2 work requirements summary**

This module includes work requirements in the form of analytical, imaginative, and persuasive text types. Each response must evidence transdisciplinary study between English and other disciplines.

- one extended written, analytical response
- a folio comprised of written or multimodal print or non-print: imaginative and persuasive pieces. Learners write persuasively about the same idea using different text types:
  - one extended imaginative narrative text, multimodal or written
  - one extended persuasive text, multimodal or written
  - one short context statement explaining the contention, the connection between text types, the purpose, the audience, oral or written.

See Appendix 3 for the full specifications of the work requirements of this course.

### **Module 2 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 7.



### Module 3: Representations of issues in texts

In this module, a transdisciplinary approach is used to enable learners to select and investigate a national or local issue that is of interest and relevant to their learning needs. Through an individual negotiated study, learners investigate the ways in which the issue is represented in texts from the English discipline and at least one other discipline. The negotiated study will comprise approximately 30 percent of the module.

Possible transdisciplinary connections with English in this module include, but are not exclusive to, English and Health and Physical Education, Humanities and Social Sciences, Mixed Field, Science, Technologies and The Arts. For example:

- English and Humanities and Social Sciences: learners investigate the representation of youth homelessness in Australia.

Learners focus on one or more of the following aspects:

- why youth homelessness is invisible
- houseless versus homeless
- causes of homelessness
- place, identity and belonging
- social justice, action and resolution.

Possible stimuli could include, but are not limited to, social and environmental websites, documentaries, government reports, data impact studies and biographies.

- English and Science: learners investigate the representation of wildlife preservation in Australia. Learners focus on one or more of the following aspects:

- the preservation of endangered species
- feral animals
- ecotourism
- plastics and other pollution
- zoos and wildlife parks.

Possible stimuli could include, but are not limited to, digital media, environmental campaigns, educational television programs, scientific articles, impact studies and picture books.

### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. use accurate and effective language to express and develop ideas
2. apply communication skills
3. describe how language choices in a variety of transdisciplinary texts<sup>†</sup> and contexts shape meaning and response
4. create oral, written and multimodal texts<sup>†</sup> for different purposes in real or imagined contexts
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English
8. represent and interpret information, ideas, issues and language in transdisciplinary texts<sup>†</sup>.

<sup>†</sup> contemporary spoken, written and multimodal texts from English and a range of disciplines

### Module 3 content

Module 3 requires learners to investigate a national or local issue of their choice and examine the way in which it is represented in texts drawn from both English and at least one other discipline area. Learners will continue to develop and use their understanding of argument and language. They will draw on their knowledge to express their viewpoints through persuasive language. Learners will further their understanding of the ways language, forms and features of texts, drawn from both English and other discipline areas, represent people, information and ideas. They will analyse and create a range of text types using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

The knowledge and skills will either be new to the learner or an extension and consolidation of what was learnt in modules 1 and 2.

### Key knowledge

- how to interpret ideas, issues and arguments in transdisciplinary texts
- the ways in which context, purpose and audience influence meaning

- how to negotiate.

### **Key skills**

Use strategies and skills for comprehending transdisciplinary texts

- consolidating and extending comprehension and inquiry skills.

Use information for specific purposes and contexts

- consolidating and extending research skills.

Create a range of texts to consolidate and extend:

- literacy and language skills
- critical and creative thinking skills
- presentation skills
- communication and interacting skills.

Applying key knowledge and skills to the negotiated study

In module 3, learners will negotiate an individual study based on a national or local issue of their choice and examine the way in which it is represented in texts drawn from English and at least one other discipline. The negotiated study will comprise approximately 30 percent of the module.

Learners will:

- select and negotiate one issue not previously studied in this course
- identify and negotiate an inquiry focus, in line with the selected issue
- identify and negotiate the transdisciplinary connections to be used in their study between the English discipline and in texts from at least one other discipline.
- self-select and negotiate three texts appropriate to the module focus, level of complexity and course standards. The texts chosen must enable transdisciplinary study.

Learners will:

- use a range of inquiry skills and processes to develop and communicate their learning
- engage with at least three text types in a range of written, oral, multimodal and digital forms
- establish and meet agreed time frames.

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

- an individual negotiated study
- a multimodal presentation developed and presented using the texts created in the negotiated study.

The negotiated study will comprise three different text types:

- one extended analytical response
- one extended persuasive or imaginative response
- one short interpretive oral presentation accompanied by a multimodal aide or an audio recording; for example, a podcast.

See Appendix 6 for the full specifications of the text requirements of this course.

See Appendix 7 for the negotiated study checklist that must be completed by the learner and signed off by the teacher.

### **Module 3 work requirements summary**

This module includes the work requirement detailed in the module 3 content. It is an individual negotiated study containing three different text types:

- one extended analytical response
- one extended persuasive or imaginative response

- one short interpretive oral presentation accompanied by a multimodal aide or an audio recording; for example, a podcast.

See Appendix 3 for the full specifications of the work requirements of this course.

See Appendix 7 for the negotiated study checklist that must be completed by the learner and signed off by the teacher.

### **Module 3 assessment**

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

#### **Assessment**

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint 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 endpoint 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.

#### **Quality Assurance Process**

Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by TASC. The work, while not necessarily fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of work that providers submit to the meeting will include sufficient and appropriate material for judgements to be made about the learner's standard of literacy skills. The review meeting will give advice regarding the provider's interpretation and application of the selected criteria and standards to the evidence of student work. Providers are expected to act on this advice.

TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately and/or to undertake audits. The nature and scope of such requirements will be risk-based.

Additionally, TASC may select to undertake scheduled audits of this course (Provider Standards 1, 2, 3 & 4), and of work requirements.

Providers must retain electronic copies of each learner's major folio (negotiated study) in a centralised storage system for three (3) years. TASC may require these to monitor the integrity of folios produced in other courses in subsequent years.

#### Criteria

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

1. use and control language
2. apply communication skills
3. describe how transdisciplinary texts<sup>†</sup> shape meaning and response
4. create a range of texts<sup>†</sup>
5. apply inquiry skills
6. describe the representation of ideas in transdisciplinary texts<sup>†</sup>
7. describe the representation of ideas and arguments in different text types<sup>†</sup> and contexts
8. interpret the representation of issues in transdisciplinary texts<sup>†</sup>.

<sup>†</sup> contemporary spoken, written and multimodal texts from English and a range of discipline

	Module 1	Module 2	Module 3
Criteria focus	1,2,3,4,5,6	1,2,3,4,5,7	1,2,3,4,5,8

## Standards

### Criterion 1: use and control language

Standard Element	Rating A	Rating B	Rating C
E01 - Spelling and punctuation	accurately uses punctuation and spells most frequently used and technical and specialised vocabulary	correctly uses punctuation and spells most frequently used words (including relevant technical vocabulary); errors do not impede meaning	correctly spells most common words and uses punctuation as an aid to understanding†; errors may impede meaning
E02 - Vocabulary and register	selects and refines vocabulary choices, using register appropriate to purpose audience and context	selects and uses vocabulary, formal and informal registers appropriate to purpose and audience	uses vocabulary, formal and informal registers as modelled
E03 - Grammar	uses sentence structures, tenses, phrases and grammatical forms to clearly convey ideas	uses sentence structures, tenses, phrases and grammatical forms to convey ideas; errors do not impede meaning	uses sentence structures, tenses, phrases and grammatical forms to convey ideas; errors may impede meaning
E04 - Cohesion and structure	develops a cohesive text† or response using a logical structure.	develops a text† or response using a logical structure.	develops a text† or response with limited cohesion or structure.

† For example, use of capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks.

‡ contemporary spoken, written and multimodal texts from English and a range of disciplines

### Criterion 2: apply communication skills

‡ contemporary spoken, written and multimodal texts from English and a range of disciplines

Standard Element	Rating A	Rating B	Rating C
E01 - Oral, gestural, or visual language	communicates ideas demonstrating appropriate control of language and expression	communicates ideas demonstrating control of language and expression; errors do not impede meaning	communicates ideas demonstrating variable control of language and expression; errors may impede meaning
E02 - Written language	uses effective written language imaginatively and persuasively; controls spelling, punctuation and grammar with accuracy	uses appropriate written language imaginatively and persuasively; controls spelling, punctuation and grammar; errors do not impede meaning	uses written language imaginatively and persuasively; controls spelling, punctuation and grammar; errors may impede meaning
E03 - Communication strategies and skills	effectively uses communication skills and strategies appropriate to purpose, audience and context	uses communication skills and strategies appropriate to purpose and audience	uses communication skills and strategies for a specific purpose as directed
E04 - Formal presentation skills	presents cohesive spoken or multimodal texts† to entertain, inform or persuade audiences.	presents spoken or multimodal texts† to entertain, inform or persuade audiences; errors do not impede meaning.	presents a spoken or multimodal text† designed to entertain, inform or persuade audiences; errors may impede meaning.

### Criterion 3: describe how transdisciplinary texts† shape meaning and response

Standard Element	Rating A	Rating B	Rating C
E01 - Purpose, context, and audience	explains the purpose, audience and context of texts†	describes the purpose, audience and context of texts†	identifies the purpose, audience and context of texts†
E02 - Text† structures and features	explains the conventions, structures, and language features of texts†	describes the conventions, structures, and language features of texts†	identifies the conventions, structures, and language features of texts†
E03 - Responding to texts†	assesses how ideas and information are represented in texts† to shape audience response.	describes how ideas and information are represented in texts† to shape audience response.	identifies how ideas and information are represented in texts† to shape audience response.

† contemporary spoken, written and multimodal texts from English and a range of disciplines

### Criterion 4: create a range of texts

Standard Element	Rating A	Rating B	Rating C
E01 - Text† type	creates cohesive texts in different forms appropriate to different purposes, contexts, and audiences	creates texts in different forms appropriate to purpose, context, and audience	creates texts in a limited range of forms for a specific purpose and context
E02 - Language features and text structures	uses and selects language features and text structures for effect, appropriate to different modes, mediums and genres	uses language features and text structures appropriate to mode, medium and genre	uses language features and text structures appropriate to mode, medium and genre as modelled

E03 - Writing process	uses planning, drafting and proofing strategies to develop and refine own responses.	uses planning, drafting and proofing strategies to develop own responses.	uses given planning, drafting and proofing strategies to develop own responses.
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† contemporary spoken, written and multimodal texts from English and a range of disciplines

## Criterion 5: apply inquiry skills

Standard Element	Rating A	Rating B	Rating C
E01 - Inquiry skills	applies inquiry skills and strategies appropriately to engage with all aspects of the investigation	applies inquiry skills and strategies appropriately to engage with aspects of the investigation	applies given inquiry skills and strategies to engage with aspects of the investigation
E02 - Information	selects relevant information from different sources	selects information from different sources	locates information from given sources†
E03 - Time management	meets specified or negotiated timelines and addresses task requirements effectively	meets specified or negotiated timelines and addresses task requirements	meets specified or negotiated timelines and addresses task requirements as directed
E04 - Referencing	uses appropriate referencing and citation methods consistently and differentiates the work of others from the learner's own	uses appropriate referencing and citation methods and differentiates the work of others from the learner's own	uses referencing and citation methods as directed and differentiates the work of others from the learner's own
E05 - Negotiation skills	applies negotiation skills effectively to engage with all aspects of the investigation.	applies negotiation skills appropriately to engage with aspects of the investigation.	applies given negotiation skills to engage with aspects of the investigation.

† contemporary spoken, written and multimodal texts from English and a range of disciplines

## Criterion 6: describe the representation of ideas in transdisciplinary texts

Standard Element	Rating A	Rating B	Rating C
E01 - Representation	explains how ideas, attitudes and values are represented in texts† from different disciplines and contexts	describes how ideas, attitudes and values are represented in texts† from different disciplines and contexts	identifies how ideas, attitudes and values are represented in texts† from different disciplines and contexts
E02 - Text elements	explains elements of medium, mode and text structure in texts†	describes elements of medium, mode and text structure in texts†	identifies elements of medium, mode and text structure in texts†
E03 - Similarities and differences	explain similarities and differences in texts†.	describes similarities and differences in texts†.	identifies similarities and differences in texts†.

† contemporary spoken, written and multimodal texts from English and a range of disciplines

## Criterion 7: describe the representation of ideas and arguments in different text types and contexts

Standard Element	Rating A	Rating B	Rating C
E01 - Representation	explains how ideas and arguments are represented in transdisciplinary texts†	describes how ideas and arguments are represented in transdisciplinary texts†	identifies how ideas and arguments are represented in transdisciplinary texts†
E02 - Evidence	presents sound arguments using logic, reasoning and appropriate evidence	presents arguments using appropriate supporting evidence	presents arguments with supporting details as directed
E03 - Language choice and effect	assesses persuasive language choices and their effects on audiences in transdisciplinary texts† and contexts.	describes persuasive language choices and their effects on audiences in transdisciplinary texts† and contexts.	identifies persuasive language choices and their effects on audiences in transdisciplinary texts† and contexts.

† contemporary spoken, written and multimodal texts from English and a range of disciplines

## Criterion 8: interpret the representation of issues in transdisciplinary texts

Standard Element	Rating A	Rating B	Rating C
E01 - Interpretation	explains how issues are represented in transdisciplinary texts†	describes how issues are represented in transdisciplinary texts†	identifies how issues are represented in transdisciplinary texts†
E02 - Comprehending ideas and opinions	assesses differing opinions on issues	compares differing opinions on issues	identifies differing opinions on issues
E03 - Personal opinion	uses persuasive language to justify a personal position on issues.	uses persuasive language to describe a personal position on issues.	uses persuasive language to identify a personal position on issues.

† contemporary spoken, written and multimodal texts from English and a range of disciplines

#### Qualifications Available

*English Inquiry* Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

#### Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in this course are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

#### Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

#### Course Developer

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

#### Accreditation

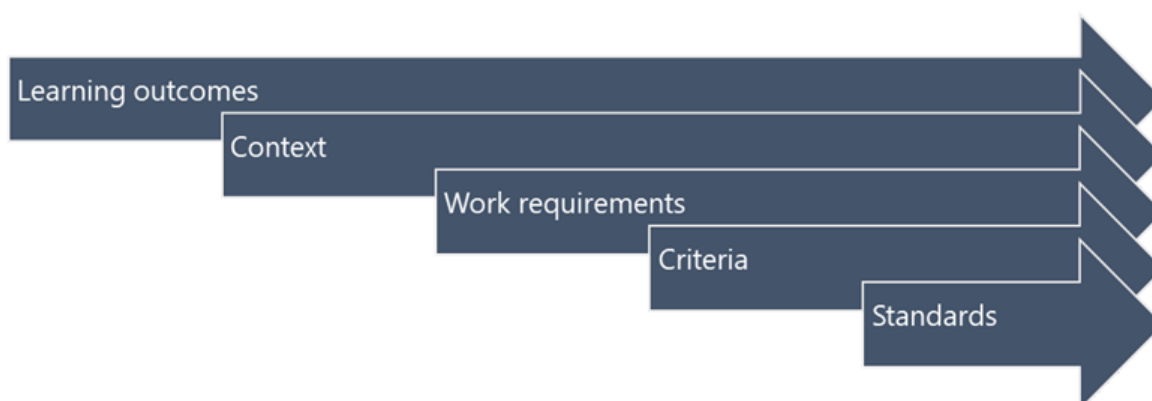
Accredited on 14 April 2022 for use from 1 January 2023 to 31 December 2027.

#### Version History

##### Version 1

Accredited on 14 April 2022 for use from 1 January 2023 to 31 December 2027. This course replaced *English Applied Level 2* (ENA215114) which expired on 31 December 2022.

## Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	General capabilities
1. use accurate and effective language to express and develop ideas	1, 2, 3	1, 2, 3	1	Literacy
2. apply appropriate communication skills	1, 2, 3	1, 2, 3	2	Literacy
3. describe how language choices in a variety of transdisciplinary texts <sup>†</sup> and contexts shape meaning and response	1, 2, 3	1, 2, 3	3	Literacy; Critical and creative thinking
4. create oral, written and multimodal texts for different purposes in real or imagined contexts	1, 2, 3	1, 2, 3	4	Literacy; Critical and creative thinking
5. apply inquiry skills to make and communicate meaning, through transdisciplinary study of English	1, 2, 3	1, 2, 3	5	Literacy; Critical and creative thinking
6. examine how the structure and language of transdisciplinary texts <sup>†</sup> varies in different modes, media and contexts	1	1	6	Literacy; Critical and creative thinking; Intercultural understanding
7. describe language choices and their effects on audiences in a variety of transdisciplinary texts <sup>†</sup>	2	2	7	Literacy; Critical and creative thinking; Ethical understanding
8. represent and interpret information, ideas issues, and language in transdisciplinary texts <sup>†</sup>	3	3	8	Literacy; Critical and creative thinking

<sup>†</sup> contemporary spoken, written and multimodal texts from English and a range of disciplines



## Alignment to curriculum frameworks

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

- Senior Secondary Australian Curriculum: Essential English Units 1-2 through a transdisciplinary lens

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

Senior Secondary Australian Curriculum: Essential English Unit 1 learning outcomes:

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

Are represented as:

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

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

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

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

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

Use strategies and skills for comprehending texts including:

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

Use information for specific purposes and contexts by:

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

Create a range of texts:

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

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

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

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

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

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

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

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

Use strategies and skills for comprehending texts including:

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

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

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

Use information for specific purposes and contexts by:

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

Create a range of texts:

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

## 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.

Note:

- The work requirements for this course must evidence transdisciplinary study between English and a range of disciplines.
- The text type selected must be different across the three work requirements for each module.

### Module 1 work requirements specifications

#### Work requirement 1 of 3

**Title of work requirement:** Engaging personally with transdisciplinary texts

**Mode or format:** short response

**Description:** One short oral presentation aligned to the module description accompanied by a multimodal aide or an audio recording; for example, a podcast. 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.

**Size:** approximately 200 words or equivalent multimodal created content

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

**Focus criteria:** 1, 2 and 6

#### Work requirement 2 of 3

**Title of work requirement:** Making connections between transdisciplinary texts

**Mode or format:** extended response

**Description:** One written analytical extended response aligned to the module description. Learners make connections between specified texts by examining the ways language and text structures are used to communicate meaning.

**Size:** approximately 600 - 800 words

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

**Focus criteria:** 1, 3, 4, 5 and 6

#### Work requirement 3 of 3

**Title of work requirement:** Engaging imaginatively or persuasively with transdisciplinary texts

**Mode or format:** extended response

**Description:** One extended multimodal response, print or non-print or written, imaginative or persuasive text type, aligned to the module description. Learners respond imaginatively or persuasively in response to their learning in the module, demonstrating their ability to make and communicate meaning.

**Size:** approximately 600 - 800 words or equivalent multimodal created content

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

**Focus criteria:** 1, 2, 4 and 5

### Module 2 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Engaging critically with transdisciplinary texts

**Mode or format:** analytical response

**Description:** One analytical written response aligned to the module description. Learners choose a short text from a list of options recommended by the teacher and write a short explanation of what it argues and how it does this.

**Size:** approximately 350 words

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

**Focus criteria:** 1, 3, 4 and 7

## **Work requirement 2 of 2**

**Title of work requirement:** Engaging imaginatively and persuasively; compose the same argument in different ways

**Mode or format:** folio

**Description:** A folio comprised of written or multimodal print or non-print; imaginative and persuasive pieces. Learners write persuasively about the same idea using different text types.

The folio will comprise:

1. one extended imaginative narrative text, multimodal or written
2. one extended persuasive text, multimodal or written
3. one short context statement explaining the contention, the connection between text types, the purpose, the audience, oral or written

**Size:**

- approximately 2 - 5 minutes for an extended multimodal non print text
- approximately 600 - 800 words for an extended written response
- approximately 200 words for a short-written context statement

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

**Focus criteria:** 1, 2, 3, 4, 5 and 7

## **Module 3 Work requirements specifications**

### **Work requirement 1 of 1**

**Title of work requirement:** How can issues be represented in transdisciplinary texts?

**Mode or format:** negotiated study

**Description:** One negotiated study with oral, written and multimodal; analytical and interpretive, persuasive or imaginative pieces developed through the individual negotiated inquiry aligned to the module description and title. Appendix 7 contains the teacher checklist.

The negotiated study will comprise three different text types:

- one analytical response
- one persuasive or imaginative response
- one short interpretive oral presentation accompanied by a multimodal aide or an audio recording; for example, a podcast.

**Size:**

- approximately 600 - 800 words for an extended written response
- approximately 2 - 5 minutes for an extended multimodal non print text
- approximately 2 - 5 minutes for a short oral presentation or audio recording.

**Timing:** The individual negotiated inquiry should comprise approximately 30 percent of the module time.

**Focus criteria:** 1, 2, 3, 4, 5 and 8

#### Appendix 4 – General capabilities and cross-curriculum priorities

##### **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

## **Glossary**

### **accurate**

Precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; meticulous – without any mistakes.

### **affiliative texts**

Affiliative texts are those texts which involve “memberships, formal and informal, in online communities centred around various forms of media” (Jenkins et. al. 2006) – largely, social media sites and platforms; while collaborative texts involve people working together, formally or informally online, “to complete tasks and develop new knowledge such as through Wikipedia, alternative reality games, spoiling” (Jenkins et. al. 2006) and can be aided by specialised ‘collaboration software’ or accomplished via social media; for example, as with crowdsourcing.

### **apply**

Use, utilise or employ in a particular situation.

### **appropriate**

Acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.

### **argue**

Give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons.

### **aspect**

A particular part of a feature of something; a facet, phase or part of a whole.

### **attitude**

An outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear.

### **audience**

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes learners in the classroom, an individual, the wider community, review writers, critics and the implied audience.

### **clarify**

Make clear or intelligible; explain; make a statement or situation less confused and more comprehensible.

### **clear**

Free from confusion, uncertainty, or doubt; easily seen, heard or understood.

### **coherent**

Having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts.

### **cohesive**

Characterised by being united, bound together or having integrated meaning; forming a united whole.

### **communicate**

Convey knowledge and understandings to others.

Communication processes include those made with the aid of augmentative and alternative forms of communication.

**communication strategies**

- uses structure
- awareness of choices of register
- demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
- identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions
- uses introductory phrases to indicate that an opinion or a fact is being offered
- uses dependent clauses
- use appropriate grammatical forms and vocabulary
- uses a range of tenses
- uses some common idioms
- uses vocabulary that is sufficiently broad for both every day and more specific contexts
- refines intended meaning, varying speed and changing tone or emphasis when speaking
- uses pronunciation, stress patterns and intonation.

Uses interactional strategies such as non-verbal feedback in order to support effective communication.

**compare**

Display recognition of similarities and differences and recognise the significance of these similarities and differences.

**competently**

In an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way.

**comprehend**

Understand the meaning or nature of; grasp mentally.

**connecting**

Connecting is recognising relationships between texts and between texts and own lives.

In this course learners make connections between:

- texts and their own life
- elements of texts; for example, words and images
- common ideas, experiences, and stories.

Identifiable links between texts and contexts.

**consider**

Formed after careful thought.

**consistent**

Agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time.

**contemporary texts**

Texts created from 2000 onwards.

**context**

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created, the context of culture, or the specific features of its immediate environment context of

situation. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

**control**

Show the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds; in command of.

**convention**

An accepted practice that has developed over time and is generally used and understood; for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations. Conventions can be techniques, features or elements that belong to a genre. In order to belong to a particular genre, a text should adhere to, abide by or follow the conventions of that genre.

**correct**

Free from error – what is generally accepted and approved of.

**create**

Develop and produce spoken, written or multimodal texts in print or digital forms.

**creative or expressive texts**

Creative or expressive texts are those multimodal texts which utilise more conventional, recognised creative and expressive forms; for example, fictional, short or feature films, animation, music videos and graphic novels or comics, that are accessed via a range of platforms; and those texts which experiment with form, "...producing new creative forms, such as digital sampling, skinning and modding, fan videomaking... zines, mashups" (Jenkins et.al. 2006), often appearing in digital, participatory spaces.

**critical and creative thinking**

See General Capabilities.

**deliberately**

Consciously and intentionally; on purpose.

**demonstrate**

Prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition.

**describe**

Give an account, written or spoken, of a situation, event, pattern or process, or of the characteristics or features of something.

**develop**

In English: begin to build an opinion or idea.

**digital texts**

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

**discipline**

For the purposes of this document, the term discipline is used to describe a recognised field of study or body of knowledge in a well-planned structure. Disciplines are defined by specialist knowledge, theories, concepts, methodology and terminology.

**discuss**

Talk or write about a topic, taking into account different issues and ideas.



**effective**

Successful in producing the intended, desired or expected result; meeting the assigned purpose.

**element**

A component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity.

**everyday texts**

Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor, dentist or health centre, an interaction with a retail person, a waiter taking orders and storytelling.

**examine**

Investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**exhibit**

In this course exhibit is synonymous with presentation and sharing.

Exhibition refers to projects, presentations or projects through which learners' exhibit what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning outcomes.

An exhibition may take many forms or text types. Interacting with others is part of this process.

Adjustments should be made based on learners' capabilities.

A presentation is a means of communication involving oracy and the use of multimodal elements or aides.

**experiment**

Try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact.

**explicit**

Clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested.

**explore**

Look into, both closely and broadly; scrutinise; inquire into or discuss something in detail.

**express**

Convey, show or communicate; for example, a thought, opinion, feeling, emotion, idea or viewpoint; in words, art, music or movement, convey or suggest a representation of; depict.

**fluent**

Spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent.

**generate ideas**

Produce, create ideas.

**grammar**

The language we use and the description of language as a system. In describing language, attention is paid to both structure or form and meaning or function at the level of the word, the sentence and the text.

**idea**

In this course, this word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.

**ideate**

To think of an idea or ideas.

**identify**

establish or indicate who or what someone or something is.

**inappropriate**

Not suitable or proper in the circumstances.

**inconsistent**

Lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible; incongruous.

**informed**

Knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation, of a decision or judgment.

**innovatively**

New and original; introducing new ideas; original and creative in thinking.

**inquiry skills**

A learner's ability to:

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

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

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

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

- understanding
- connecting
- engaging critically
- engaging personally
- reflecting

- experimenting.

**insightful**

Showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction.

**intend**

In this course, the word 'intend' has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.

**interpret**

Draw meaning from.

**investigation**

An assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary data, secondary data, or both; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time.

**issues**

Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader or audience to identify these.

Ethical issues: moral conduct of individuals through which they identify what is good, bad, right or wrong. Ethical issues arise where people go against an accepted behavioural pattern.

The ethics of the actions and motivations of individuals and groups, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations. The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.

Social issues relate to the ways actions affect society. Social issues can be defined as problems or matters which have an influence over a large population. It may affect negatively to a considerable number of individuals in a particular society as a whole.

**key**

Of crucial importance.

**justify**

Give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable.

**language features**

The features of language that support meaning; for example, sentence structure, noun group or phrase, vocabulary, punctuation, figurative language framing and camera angles.

They relate to oral, written, multimodal texts and all text types.

Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.

**locate**

Identify where something is found.

**logical**

Rational and valid; internally consistent; reasonable; reasoning in accordance with the principles and rules of logic or formal argument; characterised by or capable of clear, sound reasoning of an action, decision, etc.; expected or sensible under the circumstances.

### **logically**

According to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible.

### **making meaning**

In the context of this course, meanings in texts are shaped by purpose, cultural contexts and social situations.

### **medium**

A resource used in the production of texts, including tools and materials used; for example, digital text and a computer, writing and a pen or a typewriter.

### **mode**

The various processes of communication: listening, speaking, reading, viewing and writing, or creating. Modes are also used to refer to the semiotic, meaning-making, resources associated with these communicative processes, such as sound, print, image and gesture.

### **mode appropriate features**

Include:

- written; for example, conventional spelling and punctuation
- spoken or signed; for example, pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence
- non-verbal; for example, facial expressions, gestures, proximity, stance and movement
- complementary features, including digital features such as graphics, still and moving images, design elements, music and sound effects.

### **multimodal**

Uses a combination of at least two modes; for example, spoken, written, delivered at the same time, to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated so that each mode contributes significantly to the response.

### **multimodal text**

A combination of two or more communication modes; for example, print, image and spoken text, as in film or computer presentations.

### **narrow**

Limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted.

### **nonverbal communication or cues**

Behaviours, other than words, that transmit meaning; for example, body language, inflexion, eye contact or posture.

### **organise**

Arrange, order; form as, or into, a whole consisting of interdependent or coordinated parts, especially for harmonious or united action.

### **organised**

Systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities.

### **particular**

Distinguished or different from others or from the ordinary; noteworthy.

### **performance**

An assessment technique that requires students to demonstrate a range of cognitive, technical, creative and expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time.

### **persuasive**

Capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance, of an argument or statement; communicating reasonably or credibly.

### **point of view**

'Point of view' in a text is the position from which the subject matter of a text is designed to be perceived and judged. The writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text.

### **presentation**

See exhibit.

### **produce**

Producing is another word for creating meaning, constructing or creating texts, and those texts might be written or multimodal. There is a range of non-fiction forms that students use to produce texts; for example:

- transactional texts: lists or applications
- informative texts: reports or investigations
- expository texts: essays
- persuasive texts: letters to the editor or documentaries.

Learners may produce fiction texts; for example, short stories, blogs, poetry, plays, short films or YouTube stories and uploads.

Learners might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments.

### **refine**

Develop or improve so as to be precise, exact or subtle.

### **reflect**

Think about deeply and carefully.

In this course learners use reflective thinking to consider why things happen and what can be learnt from these experiences.

### **register**

The use of language and detail in a text appropriate for its purpose, audience and context; a register suited to one kind of text may be inappropriate in another; the composer makes deliberate choices when constructing a text in relation to the language, subject matter, and the role and relationship with the audience; for example, the degree of formality or informality for a particular purpose or in a particular social situation

### **relevant**

Bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on.

### **represent**

Use words, images, symbols or signs to convey meaning.

### **representation**

Representation refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world: they are constructions of 'reality'. These constructions are partially shaped through the writer's use of conventions and

techniques.

**respond to**

Provide an answer; reply.

**select**

Choose in preference to another or others; pick out.

**sequence**

Place in a continuous or connected series; arrange in a particular order.

**specific**

Clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.

**Standard Australian English**

Standard Australian English; the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English.

**structure**

Verb: Give a pattern, organisation or arrangement to; construct or arrange according to a plan.

Noun: In English, an arrangement of words into larger units; for example, phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions.

**structured**

Arranged in a given organised sequence so as to produce a desired result.

**subject matter**

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students learning and engagement with this course.

**subtle**

Fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious.

**supported**

Corroborated; given greater credibility by providing evidence.

**symbolise**

Represent or identify by a symbol or symbols.

**text**

In this course texts refer to oral, written and multimodal.

Communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or series of related pieces.

Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille.

### **textual conventions**

See conventions and mode appropriate features.

### **text structure**

The ways in which information is organised in different types of texts; for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies and cause and effect. Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.

### **text types**

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, persuasive or analytical types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

#### **Analytical texts**

Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.

#### **Imaginative texts**

Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.

#### **Interpretive texts**

Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, feature articles, documentary, satire and allegory.

#### **Persuasive texts**

Texts whose primary purpose is to put forward a viewpoint and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.

### **thoroughly**

Carried out through or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely.

### **topic**

A division of, or sub-section within, a module; all topics and sub-topics within a module are interrelated.

### **transdisciplinary**

For the purposes of this document, transdisciplinary is used to describe an approach to teaching and learning, which enables students to use learning or ways of working from multiple disciplines, to explore a relevant concept, issue, or problem. It integrates the perspectives of a range of disciplines, resulting in a new and deeper understanding of the concept, issue or problem.

### **uneven**

Unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced.

### **use**

Operate or put into effect; apply knowledge or rules to put theory into practice.

**values**

Characteristics, qualities, philosophical and emotional stances; for example, moral principles or standards often shared with others in a cultural group.

**variable**

Adjective apt or liable to vary or change; changeable; inconsistent; readily susceptible or capable of variation; fluctuating, uncertain.

**viewing**

Observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia.

**with expression**

In words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication.

**write**

Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens or word processors; using drawings, models or photos to represent text; using a scribe to record responses or produce recorded responses.



## Text Selection

In the *English Inquiry* Level 2 course, text selection is a school-based decision comprising teacher-selected and some student selected texts.

Learners will engage with at least five short teacher selected transdisciplinary texts in modules 1 and 2:

- two non-print multimodal texts
- two written texts: one fiction, one non-fiction
- one spoken text.

In module 3 Learners will engage with at least five short transdisciplinary texts:

- two teacher selected texts to establish and support the learning for the individual negotiated inquiry.
- three learner selected texts used for study in the individual negotiated inquiry, in different forms and media appropriate to the module focus, level of complexity and course standards.

A short text is a text that can be read, viewed or listened to in one session, 1 hour and a half duration maximum.

Texts will be selected from the English discipline and other disciplines aligned to the module description.

Texts selected should reflect the interests and needs of learners.

Texts are referred to in this course as Contemporary spoken, written and multimodal texts from a range of disciplines.

Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille.

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

### Teacher selected texts

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

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

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

### Additional examples of contemporary text types

Creative expressive texts	Informative and persuasive texts	Affiliative and collaborative texts or workplace texts
<ul style="list-style-type: none"> <li>• film; fiction, non-fiction, experimental; feature, short micro; cinema, DVD or straight-to-web release</li> <li>• TV episode, free-to-air or streamed; or series straight to</li> </ul>	<ul style="list-style-type: none"> <li>• blogs and vlogs</li> <li>• podcasts</li> <li>• TED Talks</li> <li>• photographic essays</li> <li>• websites and pages</li> </ul>	<ul style="list-style-type: none"> <li>• Facebook, Myspace, Instagram, TikTok</li> <li>• E-mail</li> <li>• SMS, Twitter</li> <li>• message boards, chat rooms,</li> <li>• forums</li> </ul>

<ul style="list-style-type: none"><li>web or YouTube</li><li>• webisodes</li><li>• animation, long or short; fiction, nonfiction or experimental; free-to-air or streamed.</li><li>• games</li><li>• webcomics</li><li>• music videos, lyrics</li><li>• fan fiction, fanzines, fan videos</li><li>• sampling, mashups and modding</li></ul>		<ul style="list-style-type: none"><li>• game clans or fan clans</li><li>• collaborative games</li><li>• collaborative platforms, such as Wikipedia or Google Docs</li><li>•</li></ul>
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Students will:

- develop and articulate an individual negotiated study plan which will include:
  - the selected issue
  - the inquiry focus
  - the transdisciplinary connections
  - the selected texts
  - the inquiry processes to be used
  - the intended learner created text types
  - a time management plan
- individual study plans are discussed with the course teacher who approves them on behalf of the school/college.


Teachers will:

- in approving a negotiated study the following will be considered:

Approval requirements: features or characteristics	Yes/No
<b>Issues</b>	
The issue selected is clearly aligned to the Module 3 description, learning outcomes and content.	
The issue selected has not been previously studied in this course.	
The issue selected has been approved by the school/college.	
The issue selected is appropriate and sufficiently challenging to provide the evidence described in the work requirements.	
<b>Selected inquiry focus</b>	
The inquiry focus selected is appropriate to the content and complexity of this course, and the senior secondary cohort.	
<b>Transdisciplinary connections</b>	
The transdisciplinary connections identified are appropriate to the content and complexity of this course and the senior secondary cohort.	
<b>Text selections</b>	
The student self-selected texts have not been previously studied in this course.	
The student self-selected texts are texts from English as the primary discipline and at least one other discipline.	
The student self-selected texts must be appropriate to the inquiry and the level of complexity of the course.	
The student self-selected texts comprise different forms and media and are short contemporary texts.	
The student self-selected texts contain at least one Australian text.	
The student provides teachers with access to the learner self-selected texts.	
<b>The negotiated study</b>	
The student provides a time management plan outlining agreed timeframes for completion and	

presentation of the study.	
<p>The negotiated study comprises three different text types:</p> <ul style="list-style-type: none"> <li>• one extended analytical response</li> <li>• one extended persuasive or imaginative response</li> <li>• one short interpretive oral presentation accompanied by a multimodal aide or an audio recording, for example a podcast.</li> </ul>	
There is a clear relationship between the student-created texts and the assessment criteria and elements.	
The student understands they will provide draft copies of their work in progress evidencing editing.	
The student has undertaken academic integrity learning relevant to the disciplines to be addressed in the inquiry.	
The student understands they will develop a reference list using MLA 8 referencing	
The student created texts align to the work requirements.	

#### Supporting documents including external assessment material

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[ENT215123 English Inquiry Level 2 - learner inquiry project plan checklist.docx](#) (2023-04-04 12:54pm AEST)