

# English Inquiry

LEVEL 3		15 TCE CREDIT POINTS
COURSE CODE	ENT315124	
COURSE SPAN	2024 — 2028	
READING AND WRITING STANDARD	YES	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	YES	

This course is current for 2024.

**English Inquiry Level 3 is the transdisciplinary study of English through inquiry-based learning.**

## Course Description

English Inquiry Level 3 is the transdisciplinary study of English through inquiry-based learning. The course focuses on the investigation of ideas and issues in texts from contemporary culture. It is designed for learners who would like to broaden and deepen their understanding and application of English. Learners develop their critical and creative thinking skills making purposeful connections between English and other disciplines.

Learners apply and refine their language, literacy and literary skills by exploring the way point of view as argument works in texts; investigating perspectives on social, national and global issues; responding to a range of increasingly complex transdisciplinary texts; creating texts for different purposes, contexts and audiences; and investigating a prescribed concept, either identity or sustainability through the development and presentation of an externally assessed independent inquiry in module 3.

## Focus Area

### Transdisciplinary projects

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

*English Inquiry* Level 3 is a Transdisciplinary projects course.

Transdisciplinary projects courses require 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:

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

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 3 focuses on the investigation of issues in contemporary culture through the study of transdisciplinary texts and inquiry-based learning. The course refines and consolidates the skills and knowledge needed by learners to become competent, engaged users of English through the study of transdisciplinary texts drawn from English as the primary discipline and other disciplines. Learners broaden and deepen their knowledge and skills as functional, purposeful, creative and critical language users to make and communicate meaning.

*English Inquiry* Level 3 builds on the skills gained in *English Inquiry* Level 2. Learners use a range of processes to ideate, design, plan, act, reflect and communicate their learning in increasingly sophisticated ways. This course is suited to learners who wish to extend their knowledge, understanding and skills in English, by creating, comprehending and responding to texts from a range of disciplines.

The course encourages learners to apply and augment their language, literacy and literary skills through their engagement with a diverse range of purposeful and increasingly demanding textual experiences.

The *English Inquiry* Level 3 course:

- centres on empowering learners to interpret, evaluate and experiment with the ideas, values, language forms, features and structures of transdisciplinary texts
- offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing
- enables learners to experiment with point of view as a persuasive device to represent ideas and values in texts drawn from both English and other discipline areas
- enables exploration of social, national or global issues presented in transdisciplinary texts and the development of reasoned responses to them
- enables students to learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning
- provides opportunities for learners to both independently and collaboratively apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media
- supports learners through transdisciplinary study of texts in becoming flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies.

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. apply and control language to express and develop ideas
2. apply communication skills through speaking, listening, reading, writing, viewing and representing
3. understand ways in which language is used to influence and engage different audiences
4. create oral, written and multimodal texts† that communicate ideas, values, points of view and perspectives on ideas and issues
5. apply inquiry skills to make and communicate meaning through transdisciplinary study of English
6. examine the ways that points of view are presented in texts† for different purposes and contexts
7. examine the ways that perspectives are presented in texts†
8. investigate and create texts† by experimenting with different ways of representing a concept.

## Pathways

The *English Inquiry* Level 3 course enables learner continuity from Years 9-10 Australian Curriculum English, the *English Inquiry* Level 2 course, the *English Foundations* Level 2 course and Level 2 courses from other discipline areas.

The *English Inquiry* Level 3 course enables learner continuity into other:

- Level 3 Office of TASC-accredited senior secondary English courses
- tertiary pathways and other education and learning and workplace pathways.

## 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 3.

For a full description of courses at a complexity level of 3, 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 3 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

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

Module 2: Perspectives on social, national, or global issues in texts<sup>†</sup>

Module 3: Independent inquiry

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

## 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 a range of relevant disciplines in a customised and purposeful way as learners progress through the modules. 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.

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 in another Office of TASC-accredited course or recognised formal learning qualification including Vocational Education and Training (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.

## Course Content: Module 1

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

Transdisciplinary connections between English as the primary discipline and other disciplines are used in this module to investigate the way point of view works as a persuasive and literary device through thematic concerns across different disciplines. Learners will engage with at least three text types in a range of written, oral, multimodal and digital forms.

It is important to note in the study of *English Inquiry* Level 3 the concepts of point of view and perspective are not synonymous. In this course, point of view in a text is the position from which the subject matter of a text is designed to be perceived and judged. The writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text. Point of view is studied as a persuasive and literary device in the construct of a text to influence response.

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:

- English and Geography - Humanities and Social Sciences, Science or Health and Physical Education: how does point of view work as a persuasive device in the representation and marketing of different types of tourism? Learners investigate one of the following: geo-tourism, world heritage and sustainable tourism, business tourism, sports tourism, medical tourism and ethical tourism. Possible stimuli could include, but are not limited to, destination marketing, travel apps, visual libraries – travel guides and tourist packages.
- English and Geography and Science: how can point of view work as a persuasive device to represent the positive and negative impacts of tourism on a destination? Possible focal points include economic, social and cultural, educational, environmental impacts on biodiversity, pollution, reduction and depletion of natural resources. Possible stimuli could include, but are not limited to, documentaries, impact studies, reports, news media and social media.
- English and The Arts: how can texts use point of view as a persuasive or literary device? Possible stimuli could include but are not limited to, the use of point of view in stand-up comedy, visual art works, plays, computer multiplayer digital or role-playing games.

Texts

This module requires that learners' study at least:

- one extended text
- two shorter texts.

See Appendix 6 for full text requirements.

### Module 1 learning outcomes

The following learning outcomes are a focus for this module:

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

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

### Module 1 content

In module 1 learners examine how the use of point of view as a device and language choices work to position the way a text's subject matter is understood and invite audience response. They do this by examining a common concept in texts drawn from both English and other discipline areas. Learners explore values, attitudes, text structures and language features to understand each text's meaning and purpose. They analyse the way point of view works to represent ideas and values in texts which the reader, listener or viewer is invited to adopt. They articulate reasoned and persuasive arguments to develop and justify their own interpretations when responding to texts, and to develop an understanding of purpose and context. Students learn how to select and use language and point of view as a device in the creation of their own texts. They learn how to communicate logically, persuasively and imaginatively in different contexts and for different purposes, using a variety of types of texts.

### Key knowledge

- that point of view is the position from which the subject matter of a text is designed to be perceived
- point of view is a device for persuading
- point of view controls the meaning of a text and may be resisted
- that experimenting with point of view enables other ways of understanding texts.

Consider how different points of view are presented in texts including:

- the relationships between context, purpose and audience, and the impact on meaning in transdisciplinary texts
- use of mediums, types of texts, text structures and language features
- the use of narrative techniques.

### Key skills

Use strategies and skills for comprehending transdisciplinary texts including:

- understanding how point of view is represented in texts
- distinguishing different points of view expressed in texts
- understanding that choice of point of view shapes the meanings, the values and the effect of the text
- identifying the effect of language choices on an audience.
- understanding the way attitudes and values are represented
- identifying facts, opinions, supporting evidence and bias
- explaining shifts in intonation and point of view.

Use information for specific purposes and contexts by:

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

- applying inquiry skills and learning processes.

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies
- selecting text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes
- 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, drafting, revising, editing and proofreading and appropriate referencing.

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

This module includes the following work requirements:

- one portfolio with 2 parts:
  - part 1: an analytical extended response (written) which engages critically with point of view in texts
  - part 2: a narrative extended response (multimodal, print or non-print) which engages creatively or imaginatively with point of view in texts
- one persuasive extended response (oral-multimodal or written) which makes connections between texts.

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.

## Course Content: Module 2

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

Transdisciplinary connections between English as the primary discipline and other disciplines are used in this module to investigate how social, national or global issues are represented in transdisciplinary texts and develop a reasoned response. 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:

English and Health and Physical Education: gender perspectives in sport; for example, women in sport. Learners investigate differing perspectives on one or more of the following aspects:

- factors influencing participation
- female performance and health
- media coverage and representation
- women in leadership, governance, coaching an officiating, professionalisation and pay equity.
- women in sport initiatives
- awards and recognition
- international practice.

Possible stimuli could include, but are not limited to digital media, sport research, reports and studies, sports journalism, initiatives and apps.

English and Humanities and Social Sciences: perspectives on historic statues and monuments. Learners investigate differing perspectives on the place of historic statues in today's context. Learners focus on one or more of the following aspects:

- historic importance
- symbolism and normalisation
- gender representation
- re-writing history
- truth telling
- recontextualisation.

Possible stimuli could include, but are not limited to digital media, photographs, legal documents, podcasts, blogs, protest movements and campaigns, information and historical texts.

Texts

This module requires that learners' study at least:

- one extended text
- two shorter texts.

### Module 2 learning outcomes

The following learning outcomes are a focus for this module:

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

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

### Module 2 content

Learners explore social, national or global issues presented in transdisciplinary texts that invite an audience to take up positions. Building on module 1 learners continue to develop and apply their understanding about how language features and devices work in texts to shape ideas, attitudes and values to invite response.

They analyse how issues are represented in a range of transdisciplinary texts and develop their own perspectives about the issues. They analyse the ways in which authors use subject matter, language and persuasive techniques in texts to invite audience response. Learners synthesise information from a range of transdisciplinary texts and construct and clearly express coherent, logical and sustained arguments. In responding to texts, learners have opportunities to discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. They consider intended purpose, their representation of ideas and issues and audience response when crafting their own persuasive, analytical, creative and interpretive texts.

### Key knowledge

- the arguments, ideas, issues and perspectives presented in texts
- the use of persuasive language and persuasive techniques
- the features of analytical responses to texts that present an argument
- the features of written, spoken and multimodal texts used by authors to position audiences.

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

- the representation of community, local or global issues in texts from English and a range of disciplines
- the use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs
- how some points of view are privileged while others are marginalised or silenced; for example, the unreliable narrator in fiction and film.

### Key skills

How to use strategies and skills for comprehending texts including:

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

- reflecting on the way ideas and information are presented in texts
- applying inquiry skills and learning processes.

How to use information for specific purposes and contexts by:

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

How to create a range of texts:

- expressing perspectives about an idea, issue or event in a range of mediums and digital technologies
- integrating text structures, language features and visual techniques to engage and persuade audiences
- communicating and presenting ideas and information
- using appropriate strategies to establish and maintain spoken communication
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar
- using an effective editing processes and appropriate referencing in the presentation of work.

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

This module includes the following work requirements:

- one analytical extended response (written) focussed on engaging critically with issues in texts.
- one portfolio with 2 parts:
  - part 1: an analytical extended response (written) which makes connections with issues in texts
  - part 2: a creative extended response (multimodal or written) focussed on engaging imaginatively or creatively with issues in texts

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.



## Course Content: Module 3

### Module 3: Independent inquiry

In this module learners will undertake an independent inquiry through a transdisciplinary approach to learning. To do this, learners will select and negotiate a prescribed concept<sup>†</sup>, either identity or sustainability, not previously studied in this course. The prescribed concept can be explored as a theme within the concept or as an issue. Learners will also self-select, negotiate, analyse and respond to three texts in total, from the English discipline and at least one other discipline.

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 Science: learners investigate sustainability ideas or issues related to Antarctica and the Southern Ocean. For example, learners focus on one or more of the following aspects:

- human impacts in Antarctica and the Southern Ocean
- environmental impacts in Antarctica and the Southern Ocean
- impacts of hunting and fishing
- introduced species
- undoing past damage.

Possible stimuli could include but are not limited to scientific research and programs, international agreements, United Nations goals, government strategic plans, environmental protection studies, scientific observatory data, non-fiction picture books and magazine articles.

English and Humanities and Social Sciences, Technologies and The Arts: learners investigate how can identity be shaped and represented. For example, learners focus on one of the following aspects:

- Technologies and The Arts: How can technology, media or social media represent and shape our identity?
- Humanities and Social Sciences and The Arts: How can our cultural identity shape our perceptions of the world?

Possible stimuli could include but are not limited to visual artworks, plays, print based, digital, live and transmedia multimodal texts, locative or site-specific storytelling and historical narratives.

<sup>†</sup> See Appendix 6 for prescribed concepts.

### Module 3 learning outcomes

The following learning outcomes are a focus for this module:

1. apply and control language to express and develop ideas
2. apply clear communication skills through speaking, listening, reading, writing, viewing and representing
3. understand ways in which language is used to influence and engage different audiences
4. create oral, written and multimodal texts<sup>†</sup> that communicate ideas, values, points of view and perspectives on ideas and issues
5. apply inquiry skills to make and communicate meaning through transdisciplinary study of English
8. investigate and create texts<sup>†</sup> by experimenting with different ways of representing a concept.

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

### Module 3 content

In Module 3 learners investigate and develop a reasoned response to the ways in which a prescribed<sup>†</sup> concept is represented in texts from the English discipline and at least one other discipline. Learners will continue to develop and extend their understanding of the ways that point of view works as a persuasive device in texts to shape meaning and invite response, and that perspective provides a frame through which we learn to see the world. Learners experiment with language features, devices form and medium to create their own persuasive, analytical and creative texts. Learners will either consolidate or extend knowledge, understanding and skills from their learning in modules 1 and 2.

<sup>†</sup> See Appendix 6 for prescribed concepts.

### Key knowledge

- the arguments, ideas, issues, points of view and perspectives presented in texts
- the features of analytical, creative, persuasive responses including structure, conventions and language
- the features of comparative analysis including structure, conventions and language
- the features of written, spoken and multimodal texts used by authors to position audiences
- the conventions of discussion and oral presentations.

### Key skills

Use strategies and skills for comprehending transdisciplinary texts

- consolidating and extending comprehension and inquiry skills.

Consider how attitudes and assumptions are presented in transdisciplinary texts

- consolidating and extending critical literacy skills

Use information for specific purposes and contexts

- consolidating and extending ethical research practices.

Create a range of texts:

- using critical and creative thinking skills to manipulate language, form, mode and medium to express ideas, values and perspectives in innovative and meaningful ways
- experimenting with point of view to influence audiences
- presenting oral texts that communicate ideas and perspectives
- using the language of negotiation, problem solving and conflict resolution
- using appropriate vocabulary, spelling and sentence structures and editing processes.

## Applying key knowledge and skills to the independent inquiry

Learners will negotiate an independent inquiry by exploring a range of ways of representing an authentic concept in texts drawn from English and at least one other discipline. The independent inquiry must comprise approximately 70 percent of the module time. The other 30 percent of class time is distributed across the module to establish, present and self-evaluate the inquiry. Guidance as to the establishment and development of the inquiry is provided in Appendix 7.

Learners will:

- select and negotiate one prescribed concept<sup>†</sup>, identity or sustainability, not previously studied in this course
- negotiate an inquiry focus or question in line with the prescribed concept
- 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 the study of three texts in total. The texts will comprise:
  - one extended English text
  - two shorter texts in different forms and media from other disciplines.
- All texts selected must:
  - relate to the prescribed concept
  - be appropriate to the module focus, level of complexity and course standards.
- explain and justify the intention of the inquiry
- critically reflect on the processes involved in the inquiry
- outline new learning developed in response to the inquiry.

<sup>†</sup> See Appendix 6 for the full specifications of the text requirements and the prescribed concepts of this course.

Learners will:

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

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

- an independent inquiry for external assessment
- a study journal developed during the development of the inquiry
- a multimodal presentation developed using the texts created in the independent inquiry and presented after the submission of the independent inquiry.

The independent inquiry will comprise four different text types:

- one reflective statement extended response (written)
- one comparative analysis extended response (written) on the representation of the prescribed concept in different texts
- one persuasive response extended response (written and visual multimodal print) representing the learner's point of view and other perspectives on the prescribed concept
- one creative extended response (multimodal print or non-print) representing the prescribed concept as a narrative argument.

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

### Module 3 work requirements summary

This module includes the following work requirements:

- One externally assessed, independent inquiry containing three different text types:
  - one comparative analysis extended response (written)
  - one persuasive response extended response (written and visual multimodal print)
  - one creative extended response (multimodal print or non-print).
- One internally assessed multimodal presentation to reflect on the inquiry process and output.

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

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

### Module 3 assessment

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

## Assessment

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

The Office of TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## Quality Assurance Process

The following processes will be facilitated by the Office of TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

### Process

The Office of TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

This process will be scheduled by the Office of TASC using a risk-based approach.

To ensure academic integrity, schools must demonstrate that consideration has been given to the contribution of others to an individual's work. This includes referencing the work of others and identifying members of peer teams.

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

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

## External Assessment Requirements

The external assessment for this course will comprise:

- one folio assessing criteria 1, 2, 3, 4 and 8.

For further information, see the current external assessment specifications and guidelines for this course available in the Supporting documents below.

## Criteria

Criteria

The assessment for *English Inquiry* Level 3 will be based on the degree to which the learner can:

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

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

\* denotes criteria that are both internally and externally assessed

	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: apply and control language to express and develop ideas

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Control of language	sustains control and accurately uses grammatical conventions, punctuation and spelling to achieve effect	accurately uses grammatical conventions, punctuation and spelling	uses grammatical conventions, punctuation and spelling errors do not impede meaning
E02 - Register	accurately uses register and sophisticated vocabulary and syntax to convey meaning for a range of purposes and audiences	accurately uses register, vocabulary and syntax to convey meaning for a range of purposes and audiences	selects and uses appropriate register, vocabulary and syntax to convey meaning for a range of purposes and audiences
E03 - Structure and cohesion	develops a clearly structured, coherent and cohesive text	develops a logically structured text	develops a structured text
E04 - Academic integrity	clearly and accurately differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	differentiates the information, images, ideas and words of others from the learner's own
E05 - Referencing	creates appropriate, well-structured reference lists and follows referencing conventions and methodologies with a high degree of accuracy.	creates appropriate, structured reference lists and follows referencing conventions and methodologies correctly.	creates appropriate, structured reference lists and follows referencing conventions and methodologies; errors do not impede meaning.

### Criterion 2: apply communication skills through speaking, listening, reading, writing, viewing and representing

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Mode appropriate features: written, visual language, oral and gestural	controlled choice of mode-appropriate features for purpose, audience and context	effective choice of mode-appropriate features for purpose, audience and context	appropriate choice of mode-appropriate features for purpose, audience and context to achieve clarity: errors do not impede meaning
E02 - Use of written and visual language	experiment by selecting, adapting or subverting vocabulary and visual language features to communicate ideas in innovative ways	experiment by using, selecting, adapting and combining vocabulary and visual language features to clearly communicate ideas	experiment by using and combining vocabulary and visual language features to communicate ideas
E03 - Communication and negotiation skills	communicates ideas effectively using the language of negotiation, problem solving and conflict resolution	communicates ideas appropriately using the language of negotiation, problem solving and conflict resolution	communicates ideas using the language of negotiation, problem solving and conflict resolution
E04 - Text construction	purposefully selects and sequences relevant subject matter, using cohesive devices to construct a coherent text	appropriately selects and sequences relevant subject matter, using cohesive devices to construct a coherent text	selects and sequences subject matter, using cohesive devices to construct a coherent text
E05 - Oral and multimodal presentation	accurately presents ideas and information appropriate to purpose and audience.	effectively presents ideas and information appropriate to purpose and audience.	clearly presents ideas and information appropriate to purpose and audience.

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

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Text structures and features	evaluates how text structures and language features are used to achieve particular purposes and effects	analyses how text structures and language features are used to achieve particular purposes and effects	explains how text structures and language features are used to achieve particular purposes and effects
E02 - Analysis of connections between language, context and meaning	critically analyses connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning	analyses connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning	discusses connections between texts <sup>†</sup> , context, purpose and audience in the construction of meaning
E03 - Point of view and response	evaluates how effectively points of view are represented in texts <sup>†</sup> to engage or persuade an audience	analyses how points of view are represented in texts <sup>†</sup> to engage or persuade an audience	explains how points of view are represented in texts <sup>†</sup> to engage or persuade an audience
E04 - Perspectives and response	evaluates how effectively perspectives and ideas are represented in texts <sup>†</sup> to engage or persuade an audience.	analyses how perspectives and ideas are represented in texts <sup>†</sup> to engage or persuade an audience.	explains how perspectives and ideas are represented in texts <sup>†</sup> to engage or persuade an audience.

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

### Criterion 4: create a range of oral, written and multimodal texts

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Text <sup>†</sup> creation	creates sophisticated, sustained and coherent texts in different modes for different contexts, purposes and audiences	creates effective and coherent texts in different modes for different contexts, purposes and audiences	creates texts appropriate for different modes for different contexts, purposes and audiences
E02 - Language features, text structures and forms	makes discerning selection of language features, text <sup>†</sup> structure and forms to engage and persuade audiences	selects language features, text <sup>†</sup> structures and forms effectively to engage and persuade audiences	selects language features, text <sup>†</sup> structures and forms appropriately, to engage and persuade audiences
E03 - Construction of an argument	constructs a compelling and coherent argument, comprehensively supported by relevant evidence and examples	constructs a coherent and logical argument, effectively supported by relevant evidence and examples	constructs a clear argument, supported by evidence and examples
E04 - Plan, edit and review texts	plans, drafts, edits, evaluates and refines the effectiveness of their own texts.	plans, drafts, proofreads, reviews and develops the effectiveness of their own texts.	plans, drafts, proofreads and develops the effectiveness of own texts.

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

## Criterion 5: apply inquiry skills and processes

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Inquiry skills	applies inquiry skills and processes effectively, to respond to all aspects of the inquiry	applies inquiry skills and processes appropriately, to respond to all aspects of the inquiry	applies inquiry skills and processes to respond to all aspects of the inquiry
E02 - Research	researches widely and independently, locating relevant information and uses it effectively for different contexts, purposes and audiences	researches widely and locates relevant information and uses it appropriately for different contexts, purposes and audiences	researches and locates relevant information and uses it for different contexts, purposes and audiences
E03 - Self-management and reflective practice	clearly explains and justifies thinking about, choices, strategies and actions taken in the development and completion of work requirements	clearly explains thinking, about choices, strategies and actions taken in the development and completion of work requirements	explains thinking about choices, strategies and actions taken in the development and completion of work requirements
E04 - Time management	effectively meets specified or negotiated timelines and addresses all task requirements comprehensively.	meets specified or negotiated timelines and addresses all task requirements.	meets specified or negotiated timelines and addresses most task requirements.

## Criterion 6: examine the representation of point of view in texts

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Analysis of attitudes and values	critically analyses how underlying attitudes and values are represented in texts, comprehensively supported by relevant evidence and examples	analyses how underlying attitudes and values are represented in texts, supported by relevant evidence and examples	explains how attitudes and values are represented in texts, supported by relevant evidence and examples
E02 - Point of view as a device	effectively selects and privileges particular point of view to shape meaning and response	appropriately uses point of view for particular purposes and effects	uses point of view to achieve particular purposes
E03 - Audience positioning	critically analyses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>	analyses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>	discusses how composers can privilege, marginalise or silence points of view in texts <sup>†</sup>
E04 - Shape meaning and response	evaluates how effectively point of view works as a persuasive and literary device in different texts <sup>†</sup> to shape meaning and response.	analyses how point of view works as a persuasive and literary device in different texts <sup>†</sup> to shape meaning and response.	explains how point of view works as a persuasive and literary device in different texts <sup>†</sup> to shape meaning and response.

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

## Criterion 7: analyse the ways that perspectives are presented in texts

This criterion is only internally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Analysis of issues and perspectives	evaluates ideas, issues and perspectives in texts supported by extensive evidence from texts <sup>†</sup>	analyses ideas, issues and perspectives in texts supported by evidence from texts <sup>†</sup>	discusses ideas, issues and perspectives in texts supported by evidence from texts <sup>†</sup>
E02 - Shape perspectives	makes discerning selection of language and mode appropriate features to shape perspectives of people, events, groups or ideas	effectively selects language and mode appropriate features to shape perspectives of people, events, groups or ideas	clearly uses language and mode appropriate features to shape perspectives of people, events, groups or ideas
E03 - Audience	critically analyses how audiences are invited to	analyses how audiences are invited to accept or	explains how audiences are invited to accept

positioning	accept or reject particular perspectives.	reject particular perspectives.	or reject particular perspectives.
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† contemporary spoken, written and multimodal texts from English and a range of other disciplines

## Criterion 8: investigate and create representations of point of view and perspective in texts

This criterion is both internally and externally assessed.

Standard Element	Rating A	Rating B	Rating C
E01 - Reflective statement	evaluates the intent of the study, justifying use of specific language features, conventions, form and mode	identifies and analyses the intent of the study, explaining use of specific language features, conventions, form and mode	identifies and articulates the intent of the study, explaining use of specific language features, conventions, form and mode
E02 - Comparative analysis of representation of issues in texts	compares texts† by evaluating the ways language features and structures represent different perspectives	compares texts† by analysing the ways language features and structures represent different perspectives	compares texts† by explaining the ways language features and structures represent different perspectives
E03 - Perspective and point of view in own texts	crafts a persuasive, cohesive argument from differing perspectives, integrating point of view to achieve particular purposes	crafts a clear argument from differing perspectives, selecting point of view to achieve particular purposes	crafts a balanced argument from differing perspectives, using point of view to achieve particular purposes
E04 - Creative writing: narrative as argument	crafts a sustained creative response from a particular perspective effectively selecting point of view and narrative conventions.	crafts a creative response from a particular perspective selecting point of view and narrative conventions.	crafts a creative response from a particular perspective using point of view and narrative conventions appropriately.

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

### Qualifications Available

*English Inquiry* Level 3 (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 TASC from 13 ratings (8 from the internal assessment, 5 from external assessment).

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

EXCEPTIONAL ACHIEVEMENT (EA)

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

HIGH ACHIEVEMENT (HA)

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

COMMENDABLE ACHIEVEMENT (CA)

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

SATISFACTORY ACHIEVEMENT (SA)

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

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

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

### Course Evaluation

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 for Education, Children and Young People's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

### Accreditation

Accredited on 23 November 2022 for use from 1 January 2024 to 31 December 2028.

## **Version History**

### **Version 1**

Accredited on 23 November 2022 for use from 1 January 2024 to 31 December 2028.

### **Version 1.a**

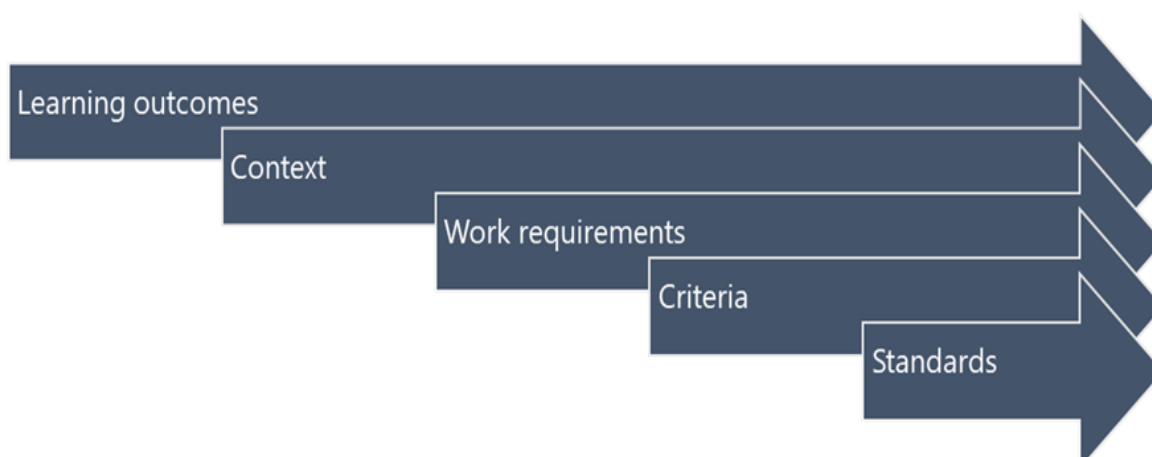
26 April 2023: Minor change to the wording of C02-E04. The word spoken has been removed and "speech" has been changed to "text" to provide increased utility.

### **Version 1.b**

20 June 2023: The wording 'including an oral component and transcript' has now been removed from the module 3 work requirements.

## Appendix 1 – Line of sight

### Line of sight



Learning outcomes	Course content: modules	Work requirements: modules	Criterion	Criterion elements	General capabilities
1. apply and control language to express and develop ideas	1, 2, 3	1, 2, 3	1	1, 2, 3, 4, 5	Critical and Creative Thinking; Literacy
2. apply clear communication skills through speaking, listening, reading, writing, viewing and representing	1, 2, 3	1, 2, 3	2	1, 2, 3, 4, 5	Critical and Creative Thinking; Literacy
3. understand ways in which language is used to influence and engage different audiences	1, 2, 3	1, 2, 3	3	1, 2, 3, 4	Critical and Creative Thinking; Literacy
4. create oral, written and multimodal texts that communicate ideas, values, points of view and perspectives on ideas and issues	1, 2, 3	1, 2, 3	4	1, 2, 3, 4	Critical and Creative Thinking; Literacy
5. apply inquiry skills to make and communicate meaning through transdisciplinary study of English	1, 2, 3	1, 2, 3	5	1, 2, 3, 4	Critical and Creative Thinking; Literacy
6. examine the ways that points of view are presented in texts <sup>†</sup> for different purposes and contexts	1	1	6	1, 2, 3, 4	Critical and Creative Thinking; Literacy
7. examine the ways that perspectives are presented in texts <sup>†</sup>	2	2	7	1, 2, 3	Critical and Creative Thinking; Literacy
8. Investigate and create texts by experimenting with different ways of representing a concept.	3	3	8	1, 2, 3, 4	Critical and Creative Thinking; Literacy



## Appendix 2 – Alignment to curriculum frameworks

Alignment to curriculum frameworks

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

- Senior Secondary Australian Curriculum: Essential English Units 3-4 through a transdisciplinary lens.

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

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

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

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts (ACEEE029)
- identifying facts, opinions, supporting evidence and bias (ACEEE030)
- understanding the way attitudes and values are represented (ACEEE031)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (ACEEE032)

Consider how different perspectives and values are presented in texts<sup>1</sup> including:

- the relationships between context, purpose and audience, and the impact on meaning in social, community and workplace texts (ACEEE033)
- the use of narrative techniques, mediums, types of texts, text structures and language features. (ACEEE034) ACEEE035)

Using information for specific purposes and contexts by:

- gathering different points of view (ACEEE036)
- categorising and integrating ideas and information about specific themes or ideas (ACEEE037)
- understanding ethical research practices. (ACEEE038)

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (ACEEE039)
- selecting text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes (ACEEE040)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE041)
- using strategies for planning, drafting, revising, editing and proofreading and appropriate referencing. (ACEEE042)

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

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

Use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts and explaining points of view and implications (ACEEE043)
- evaluating the evidence upon which different views are based (ACEEE044)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- reflecting on the way ideas and information are presented in texts. (ACEEE046)

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts (ACEEE047)
- the use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs (ACEEE048)
- how some points of view are privileged while others are marginalised or silenced; for example, the unreliable narrator in fiction and film. (ACEEE049)

Using information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- determining the relevance of source material to the context and topic (ACEEE051)
- employing ethical research practices such as acknowledging sources and avoiding plagiarism and collusion. (ACEEE052)

Create a range of texts:

- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies (ACEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign (ACEEE054)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE055)
- using an effective editing processes and appropriate referencing in the presentation of work. (ACEEE056)

## Appendix 3 – Work requirements

### 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 other disciplines.

### Module 1 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Engaging critically or creatively with point of view in texts<sup>†</sup>

**Mode and format:** portfolio, written and multimodal

**Description:** Learners craft:

- Part 1: an analytical response examining the ways composers use point of view to shape meaning in texts<sup>†</sup>.
- Part 2: a creative response in the form of a narrative argument from a particular point of view with a short context statement identifying their purpose and choices.

**Size:** a maximum of 1 800 words for both parts.

- Part 1: 1 000 words
- Part 2: 800 words or 2 minutes multimodal equivalent

**Relevant criteria:** 1, 2, 3, 4 and 6

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

#### Work requirement 2 of 2

**Title of work requirement:** Making connections between texts<sup>†</sup>

**Mode and format:** extended response, written or multimodal

**Description:** Learners craft a persuasive argument assessing the ways point of view works as a device in different text types.

**Size:** a maximum of 1 000 words or 2 minutes multimodal created content or equivalent

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

**Relevant criteria:** 1 or 2, 4, 5 and 6

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

### Module 2 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Making connections with issues in texts<sup>†</sup>

**Mode and format:** extended response, written

**Description:** Learners craft an analytical response that examines the representation of the same issue in two different texts and how audiences are positioned to accept or reject the perspectives presented.

**Size:** a maximum of 1 000 words.

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

**Relevant criteria:** 1, 3, 5 and 7

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

#### Work requirement 2 of 2

**Title of work requirement:** Engaging critically and creatively with issues in texts<sup>†</sup>

**Mode and format:** portfolio, written and multimodal

**Description:** Learner's craft:

- Part 1: a written argument by analysing a range of ideas and perspectives on a specified issue
- Part 2: a creative response which shows different perspectives on an issue.

**Size:** a maximum of 1 800 words for both parts.

- Part 1: 1 000 words
- Part 2: 800 words or 2 minutes multimodal equivalent

**Relevant criteria:** 1, 2, 3, 4 and 7

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

### Module 3 work requirements specifications

#### Work requirement 1 of 2

**Title of work requirement:** Independent inquiry

**Mode and format:** folio, written and multimodal

**Description:** A folio comprised of analytical, creative and persuasive pieces.

**Size:** suggested range:

- The independent inquiry has a 5200–6600-word range including the transcript for the multimodal. In addition, a recoding of the oral component of the creative response may be submitted.
- Learners will select and negotiate a prescribed concept, either identity or sustainability, not previously studied in this course.
- The prescribed concept can be explored as a theme within the concept or as an issue.
- Learners will also self-select, negotiate, analyse and respond to three texts in total, from the English discipline and at least one other discipline.

See Appendix 6 for the text selection requirements for the folio.

**Timing:** 35 hours including class time

**Relevant criteria:** 1, 2, 3, 4 and 8

**Relationship to external assessment:** The folio is externally assessed

The folio will contain:

- one reflective statement extended response (written)
- one comparative analysis extended response (written) which analyses the representation of a prescribed concept (either identity or sustainability) through the use of point of view, perspective and text features
- one persuasive extended response (written and visual multimodal print) which represents the learner's point of view and other perspectives on the prescribed concept
- one creative extended response (multimodal print or non-print) which represents the prescribed concept as a narrative argument.

The independent inquiry requires the use of MLA9 referencing.

#### Work requirement 2 of 2

**Title of work requirement:** Reflection

**Mode or format:** presentation, oral multimodal

**Description:** Learners craft a short presentation which discusses and outlines the inquiry processes and output of the inquiry.

**Size:** a maximum of 3 minutes presentation time

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

**Relevant criteria:** 2 and 5

## 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
- Digital literacy
- Ethical understanding
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability.

#### Cross-curriculum priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

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

## Appendix 6 - Text requirements

### Text requirements

In the *English Inquiry* Level 3 course text<sup>†</sup> selection is a school-based decision comprising teacher-selected and student selected texts.

The selection of specific texts for study for modules 1, 2 and 3 will be subject to the following:

- it is compulsory that learner's study:
  - three extended texts and at least six short texts
  - at least one extended Australian text
  - different types of texts
  - there is a range and balance in the texts that learners read, listen to and view.
- that the texts selected for study in *English Inquiry* Level 3:
  - are appropriate to the course content, level of complexity, course standards and unique to each module
  - are from a range of contemporary cultural contexts, valued for their quality, form and style and the English texts selected are recognised as having literary worth or artistic value
  - are from both the English discipline and other disciplines.

Across the three modules the selection of texts enables learners to experience the following:

- Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives and popular youth cultures
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

### Additional advice

- Texts may include literary texts, fiction and non-fiction, media texts, everyday texts and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of disciplines and contexts.
- In addition to the text selection requirements identified, whole texts and/or parts of transdisciplinary texts may also be selected to support teaching and learning.

### Definitions

- Texts are referred to in this course as oral, written and multimodal.
- A short text is a text that can be read, viewed or listened to in one session, 1 hour and a half duration maximum.
- Contemporary texts for the purpose of this course refer to texts from the year 2000 onwards.
- 'Literary texts' refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value.

While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film and non-fiction.

### Modules 1 and 2

In each module, learners will study a minimum of three texts: at least one extended and two short teacher selected texts<sup>†</sup> of differing types appropriate to the course content, level of complexity and course standards.

In each module learners will study at least:

- one non-print multimodal text
- one written text
- one spoken text.

Learner self-selected texts

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

### Module 3

In module 3, learners will self-select and study one extended text and two short texts of differing types appropriate to the course content, level of complexity and course standards.

Learners will:

- select one prescribed concept, identity or sustainability, not previously studied in this course
- select and study one substantial English text<sup>†</sup> on one of the prescribed concepts
- select and study two shorter texts from at least one other discipline in different forms and media on one of the prescribed concepts.

For example:

Prescribed concept: sustainability

Substantive written text

- Flanagan, Richard. Toxic. Hamish Hamilton Australia, 2021.

Shorter text: website

- "Farmed Salmon | Industries | WWF." World Wildlife Fund 2012, website focusing on farmed salmon.

Shorter text: video

- ABC News In-depth. "Salmon Farming Exposed: Does the Industry's 'Green Image' Stack Up? | Four Corners."

Prescribed concepts

The prescribed concepts for the independent inquiry are identity and sustainability.

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

## Appendix 7 - Module 3 learner independent inquiry plan checklist

### Module 3 learner independent inquiry plan checklist

Throughout module 3 learners can:





- use this document in the development of their independent inquiry
- comment on each item as it is completed including:
  - a sentence outlining how they have met each requirement.

Approval requirements	Learner comments
<b>The independent study</b>	
<p>The learner has developed a written proposal for negotiation and approval which details:</p> <ul style="list-style-type: none"> <li>• the selected concept</li> <li>• the inquiry focus</li> <li>• the transdisciplinary connections</li> <li>• the selected texts</li> <li>• the inquiry processes to be used</li> <li>• the intended learner created text types</li> <li>• a time management plan.</li> </ul>	
<b>Selected concept</b>	
The learner has selected one prescribed concept for study.	
<b>Selected inquiry focus</b>	
The inquiry focus selected aligns with the selected concept and has been negotiated with the teacher.	
The inquiry focus is sufficiently challenging to provide the evidence described in the external examination specifications.	
The inquiry focus involves new ideas for the learner and for which an answer is not readily and publicly available.	
The inquiry focus can be investigated and answered in the specified timeframe by the learner.	
<b>Transdisciplinary connections</b>	
The transdisciplinary connections identified by the learner are between English as the primary discipline and at least one other discipline.	
The transdisciplinary connections identified by the learner have been negotiated with the teacher.	
<b>Text selections</b>	
The learner self-selected texts contain at least one extended English text and two shorter transdisciplinary texts as specified in Appendix 6 Text selection advice.	
The learner has identified the titles and authors of the learner self-selected texts and the texts are accessible.	
The learner self-selected texts comprise different text types and modes as specified in the module 3 content.	
The learner self-selected texts are appropriate to the inquiry focus and the level of complexity of the <i>English Inquiry</i> Level 3 course.	
The learner self-selected texts have not been previously studied in the <i>English Inquiry</i> Level 3 course and have been negotiated with the teacher.	

The independent inquiry	
The learner in collaboration with the teacher, has identified: <ul style="list-style-type: none"> <li>a time management plan outlining agreed timeframes for completion and presentation of the independent study.</li> </ul>	
The learner has identified the relationship between the composition of the learner created texts and the assessment criteria and elements.	
The learner has undertaken academic integrity learning relevant to the disciplines to be addressed in the independent study.	
The learner has used information from differing sources to develop the independent inquiry.	
The independent inquiry is developed through the use of inquiry, research, interaction and negotiation skills which include regular consultation with the teacher about the progress of their work and evidenced in a study journal.	
The completed independent study comprises five different text types which are externally assessed and internally assessed.	
The reflective statement aligns to specified external requirements outlined in the external assessment specifications.	
The comparative analysis aligns to specified external requirements outlined in the external assessment specifications.	
The persuasive response aligns to specified external requirements outlined in the external assessment specifications.	
The creative response aligns to specified external requirements outlined in the external assessment specifications.	
The oral presentation aligns to specified internal work requirements outlined in the course document	
The learner has provided draft copies of their work in progress which evidence proofreading and editing.	
The presentation of the learner created texts for the Independent Inquiry aligns with the presentation requirements outlined in the external assessment specifications.	
The length and word count for the Independent inquiry aligns with the requirements outlined in the external assessment specifications.	
The learner has developed and maintained an accurate reference list using MLA 8 referencing.	
The learner has complied with all academic integrity requirements and understands the penalties that will be applied if external assessment rules have been breached.	
The learner has completed and submitted to the teacher the Student inquiry declaration.	
The learner has engaged in self-assessment, reflecting on the learning processes undertaken to develop and present the independent inquiry which has informed the development of the externally assessed reflective statement and the internally assessed oral presentation.	



#### Supporting documents including external assessment material

-  [ENT315124 English Inquiry Level 3 - learner independent inquiry plan checklist.docx](#) (2024-01-24 08:50am AEDT)
-  [ENT315124 English inquiry External Assessment Specifications.pdf](#) (2024-02-09 11:44am AEDT)
-  [2024 ENT315124 TASC Student Folio Declaration Form.pdf](#) (2024-01-31 10:59am AEDT)
-  [TASC Student Folio Declaration Forms Information Sheet.pdf](#) (2024-01-31 10:59am AEDT)



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