



# Transdisciplinary projects

English

## English Inquiry 1

Course document

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## English Inquiry, 150 hours – Level 1

### Focus area – Transdisciplinary projects

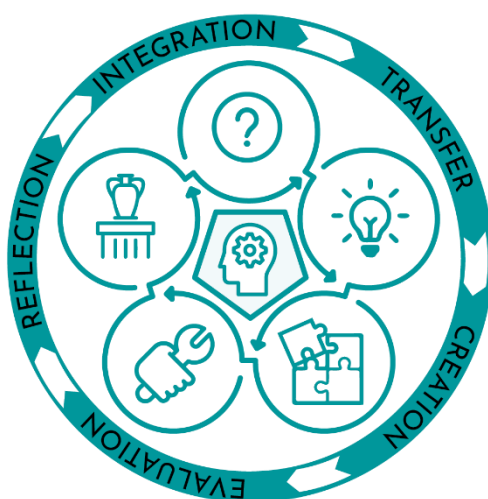
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*English Inquiry* Level 1 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 short multimodal texts
- finding basic information
- brainstorming, questioning
- applying their learning in creative and critical ways
- responding to and producing basic texts as modelled
- sharing and reflecting on their learning.

## Rationale

*English Inquiry* Level 1 is the study and use of the English language, literacy and literary texts in various forms. It shapes our understanding of ourselves and the world. It helps create confident communicators, critical and imaginative thinkers, and informed, active participants in Australian society.

*English Inquiry* Level 1 is designed to enrich learners' understanding of English by exploring the intersect of English and other disciplines in a way that is purposeful and relevant. Through inquiry-based experiences, *English Inquiry* Level 1 fosters students' curiosity and wonder about themselves and the diverse worlds of others. Learners make connections between English and other disciplines by exploring common ideas, themes or issues in a range of mono- and multimodal texts.

This course is suitable for students who need support to develop their English skills. Learners will investigate ideas that are relevant to their learning needs, abilities and interests.

Learners undertaking this course will learn how to:

- communicate through speaking, listening, reading, writing, viewing and representing
- explore attitudes, values, themes and issues in texts
- make transdisciplinary connections through the study of contemporary spoken, written and multimodal texts
- use the English language in different forms to make and communicate meaning
- express themselves and their relationships with their world
- create imaginative, informative and persuasive texts utilising transdisciplinary connections
- respond, apply and share their learning
- develop basic inquiry skills through their transdisciplinary study of English.

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

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

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables students to access a diverse and 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 language for expression and to develop basic ideas
2. develop basic skills in communicating meaning through writing, speaking, interacting and representing
3. make meaning from simple, familiar text types<sup>†</sup> across disciplines through reading, viewing and listening
4. produce basic texts<sup>†</sup> in real and imagined contexts
5. apply basic inquiry skills to explore ideas and texts<sup>†</sup> across disciplines
6. respond to attitudes and values represented in simple texts<sup>†</sup> across disciplines
7. respond to themes represented in simple, familiar text types<sup>†</sup> across disciplines
8. engage critically with simple, familiar text types<sup>†</sup> that explore straightforward issues across disciplines.

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

## 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 description

In *English Inquiry* Level 1 students develop their basic English skills by making purposeful connections with other relevant disciplines. They undertake a series of inquiries which explore attitudes, values, themes and issues through texts from a range of disciplines. The course is designed to consolidate the development of their speaking, listening, reading, writing, viewing and representing skills through an approach that is engaging, relevant and meaningful. Students are guided to make connections with aspects of English and other disciplines to respond to and create imaginative, informative and persuasive texts that evidence their understandings.

## Pathways

The *English Inquiry* Level 1 course is designed:

- for learners who require re-engagement with the concepts within the Australian Curriculum: English F–10 to allow them to follow their preferred pathways
- to provide a pathway for learners who have achieved at Stage 4 of the TASC accredited suite of Preliminary courses
- to provide a possible pathway to TASC courses at Level 2, including some English courses and to support or lead into a number of vocational pathways.

## Course requirements

### Access

There are no access restrictions or prerequisite requirements for entry into this course.

Learners undertaking this course will need to work with other learners at times.

### Resource requirements

Internet and device access is essential for some parts of the course.

Engagement with the community inside and outside the classroom is required. Examples include surveys, interviews, listening to guest speakers and excursions.

## Course structure and delivery

### Structure

This course consists of three 50-hour modules.

Module 1: How can texts represent Australian identity?

Module 2: How can themes in English texts be explored across other disciplines?

Module 3: How can texts represent issues?

### Delivery

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

The key knowledge and skills are consistent in each module of the course, allowing for consolidation. The changing contexts of each module promote new perspectives and approaches which enhance learner engagement and understanding. The use of English as a primary discipline, with purposeful and customised intersection with other appropriate disciplines, ensures the inquiry is rich and relevant. Through inquiry and transdisciplinary approaches, learners refine their knowledge, skills and understanding of English as they progress through the modules.

## Course content

### Module 1: How can texts represent Australian identity?

Transdisciplinary connections are used in this module to investigate the ways in which attitudes, beliefs and values about Australian identity are represented in texts. The intersection of English and at least one other discipline will support learners to explore the ways in which cultural identity is represented. This will be done through the study and composition of creative, persuasive or informative texts from both English and at least one other discipline. Through inquiry and transdisciplinary approaches to texts, learners develop, enrich and refine their knowledge, skills and understanding of English as they progress through the module.

In this module, possible transdisciplinary connections with English include, but are not limited to, disciplines that can be found within the following learning areas: Health and Physical Education, Humanities and Social Sciences, Mixed Field, Science, Technologies and The Arts.

For example, learners may investigate the way Australian identity is represented by:

- English and History: Consider different points of view of people from the past and present by studying an iconic historical Australian photograph and short stories.

- English and Visual Art: Experience and explore the concepts of Australian artists, iconic Australian visual artworks, by studying local street art, youth culture and graffiti fiction.

See Appendix 6 for text requirements.

### Module 1 learning outcomes

The following learning outcomes are a focus of this module:

1. use language for expression and to develop basic ideas
2. develop basic skills in communicating meaning through writing, speaking, interacting and representing
3. make meaning from simple, familiar text types<sup>†</sup> across disciplines through reading, viewing and listening
4. produce basic texts<sup>†</sup> in real and imagined contexts
5. apply basic inquiry skills to explore ideas and texts<sup>†</sup> across disciplines
6. respond to attitudes and values represented in simple texts<sup>†</sup> across disciplines

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

### Module 1 content

In this module, using an inquiry approach, learners investigate what it means to be an Australian by exploring their own cultural identities and those of others. They do this by learning about the ways in which Australian attitudes, beliefs and values are represented in texts from both English and other discipline areas. Students learn about a text's purpose, audience and context and the ways key text structures and language features communicate ideas about Australian cultural identity and diversity. Through transdisciplinary exploration, students learn how to recognise and develop differing views and opinions and express their own. They also learn how to question key cultural beliefs and assumptions in texts. Students utilise basic reading, viewing and communication strategies to make and communicate meaning through speaking, listening, reading, writing, viewing and representing. They learn how to use strategies to respond to and produce short, simple responses: imaginative, informative or persuasive.

### Key knowledge

Students learn that:

- representation is the depiction of a thing, person or idea in written, visual, performed or spoken language
- texts can be responded to and composed differently in different contexts
- representations contain attitudes, beliefs and values.

### How texts work to represent Australian identity across a range of disciplines

- the basic features and structures of texts
- why texts use a particular form or mode
- the basic conventions of familiar text types: imaginative, informative or persuasive.

### How language works to represent Australian identity

- how texts use language for a specific purpose and audience
- how words, symbols and images represent people, places and ideas
- how texts can be interpreted in different ways.



## Key skills

### How to make meaning from texts across a range of disciplines

- how to identify simple ideas, information, attitudes, beliefs and values in texts
- how to use basic reading and comprehension strategies to make meaning from texts.

### How to communicate meaning

- how to communicate ideas and present information for a specific purpose and audience
- how to use communication strategies to provide information and establish and maintain communication in familiar, and some unfamiliar, contexts.

### How to use language for expression and to develop ideas

- how to spell and pronounce familiar words
- how to use basic punctuation; for example, capital letters, commas and full stops
- how to use basic concepts of English grammar; for example, how a group of words becomes a sentence; how a subject and verb must agree
- how to use language and nonverbal communication appropriate for audience and purpose.

### How to produce imaginative, informative or persuasive texts

- how to produce familiar text types using basic text conventions for specific purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent an idea, attitude or value
- how to plan and structure simple texts using relevant strategies to organise information.

### How to use basic inquiry skills and respond to texts across a range of disciplines

- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express an opinion
- how to use strategies to locate and organise specific information.

## Module 1 work requirements summary

This module includes work requirements in the form of imaginative, informative 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
- one extended multimodal response: print or non-print.

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 themes in English texts be explored across other disciplines?

In this module one of the following themes is selected for transdisciplinary study: power, discovery or change. Through the study of English and at least one other discipline, learners make connections that inform and enrich their understanding of the theme. Learners explore ways in which the theme is represented in creative, persuasive, or informative texts from the English discipline and texts from at least one other discipline. Utilising inquiry methods, learners engage with texts from several disciplines to further develop and refine their knowledge, skills and understanding of English as they progress through the module, enabling opportunities for them to build on their existing capabilities.

In this module, possible transdisciplinary connections with English include, but are not limited to, disciplines that can be found within the following learning areas: Health and Physical Education, Humanities and Social Sciences, Mixed Field, Science, Technologies and The Arts.

For example, learners may investigate a theme through:

- Change – English and Science: The effect of climate change on sea levels and biodiversity by studying a multimodal science-related television program or print media text and climate slam poetry.
- Power – English and Political Science: Political power; the long-and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development by studying a multimodal news report, political cartoons and memes.

See Appendix 6 for text requirements.

### Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. use language for expression and to develop basic ideas
2. develop basic skills in communicating meaning through writing, speaking, interacting and representing
3. make meaning from simple, familiar text types<sup>†</sup> across disciplines through reading, viewing and listening
4. produce basic texts<sup>†</sup> in real and imagined contexts
5. apply basic inquiry skills to explore ideas and texts<sup>†</sup> across disciplines
7. respond to themes represented in simple, familiar text types<sup>†</sup> across disciplines.

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

### Module 2 content

In this module, using an inquiry approach, learners will explore one of the following themes:

- power
- change
- discovery.

Students learn about how the chosen theme may be represented in different ways by texts from both English and other disciplines. Students learn that themes communicate messages about life and invite us to think about our place in the world. They learn that themes can highlight social and cultural similarities and differences. Students learn that themes can be represented in different ways according to a text's purpose, audience and context. Students utilise basic reading, viewing and communication strategies to make and communicate meaning through speaking, listening, reading, writing, viewing and representing.

They will learn how to use strategies to respond to and produce short, simple responses or texts: imaginative, informative or persuasive.

### Key knowledge

Students learn that themes:

- are statements about the ideas, explicit or implied, in a text
- arise out of the actions, feelings and ideas of people or characters
- may be represented in different ways by different texts
- relate to social and moral questions in the real world.

### How texts work to represent themes across a range of disciplines

- the basic features and structures of texts
- why texts use a particular form or mode
- the basic conventions of familiar text types: imaginative, informative or persuasive.

### How language works to represent themes

- how texts use language for particular purposes and audiences
- how basic language features represent themes
- how texts can be interpreted in different ways.

### Key skills

#### How to make meaning from texts across a range of disciplines

- how to identify ideas, information and themes in simple texts
- how to use reading and comprehension strategies to make meaning from texts.

#### How to communicate meaning

- how to communicate ideas and present information for particular purposes and audiences
- how to use communication strategies to provide information and establish and maintain communication in familiar and some unfamiliar contexts.

#### How to use language for expression and to develop ideas

- how to spell and pronounce familiar words
- how and when to use basic punctuation; for example, semi-colons, apostrophes, exclamation and question marks
- how to learn to use basic concepts of English grammar; for example, how to create simple and compound sentences; how to understand the functions of the parts of speech
- how to use language and nonverbal communication appropriate for audience and purpose.

#### How to produce imaginative, informative or persuasive texts

- how to produce familiar text types using basic text conventions for different purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent an idea or a theme
- how to plan and structure simple texts using relevant strategies to organise information.

#### How to use basic inquiry skills and respond to texts across a range of disciplines

- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express an opinion and use basic evaluative language; for example, use positive and negative language

- how to use strategies to locate and organise specific information.

### Module 2 work requirements summary

This module includes work requirements in the form of imaginative, informative 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
- one extended multimodal response.

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: How can texts represent issues?

In this module an issue of interest and relevance to learners is selected for investigation using a transdisciplinary approach. Learners explore the ways in which the issue is represented in creative, persuasive, or informative texts from the English discipline and in texts from at least one other discipline. Through a transdisciplinary inquiry, learners utilise approaches to texts which develop and refine their knowledge, skills and understanding of English, enabling opportunities for them to build on their existing capabilities and understandings.

In this module, possible transdisciplinary connections with English include, but are not limited to, disciplines that can be found within the following learning areas: Health and Physical Education, Humanities and Social Sciences, Mixed Field, Science, Technologies and The Arts.

For example, learners investigate the representation of contemporary sustainability issues and actions for a sustainable future through:

- English and Technologies: Consider past and current practices and assess new and emerging technologies from a sustainability perspective, through an exploration of contemporary design solutions for effective sustainability.
  - Possible stimuli could include magazine articles, podcasts and advertisements.
- English and Business: Consider the ways individuals apply workplace practices that value and protect environments, as well as their own personal health and wellbeing and that of other workers.
  - Possible stimuli could include pamphlets, safety regulations, online digital texts and advertisements.

See Appendix 6 for text requirements.

### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. use language for expression and to develop basic ideas
2. develop basic skills in communicating meaning through writing, speaking, interacting and representing
3. make meaning from simple, familiar text types<sup>†</sup> across disciplines through reading, viewing and listening
4. produce basic texts<sup>†</sup> in real and imagined contexts

5. apply basic inquiry skills to explore ideas and texts<sup>†</sup> across disciplines
8. engage critically with simple, familiar text types<sup>†</sup> that explore straightforward issues across disciplines.

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

### Module 3 content

In this module, using an inquiry approach, learners will explore a selected issue represented in English and other discipline texts. Students learn how to identify basic ideas, facts and opinions relating to straightforward issues. They learn about the ways in which texts use structures and language features to represent an issue. They learn to use persuasive language to express an opinion. In learning to become critical and creative thinkers they begin to recognise that opinions on issues may differ and be represented in texts in different ways. Students will learn how to use strategies to make and communicate meaning through speaking, listening, reading, writing, viewing and representing. They will learn how to use strategies to respond to and produce short, simple responses or texts for different purposes: imaginative, informative or persuasive.

### Key knowledge

Students learn that:

- issues are important topics or problems that people discuss or debate
- a fact is different from an opinion
- issues may be explored in different ways by different texts
- opinions convey values and can be shared, developed and questioned.

### How texts work to represent issues across a range of disciplines

- the basic features and structures of texts
- why texts use a particular form or mode
- the basic conventions of familiar text types: imaginative, informative or persuasive.

### How language works to represent issues

- how texts use language for particular purposes and audiences
- how basic language features represent issues
- how texts can be interpreted in different ways.

### Key skills

#### How to make meaning from texts across a range of disciplines

- how to identify simple ideas, facts, opinions and issues in texts
- how to use reading and comprehension strategies to make meaning from texts.

#### How to communicate meaning

- how to communicate ideas and present information for particular purposes and audiences
- how to use communication strategies to provide information and establish and maintain communication in familiar, and some unfamiliar, contexts.

#### How to use language for expression and to develop ideas

- how to spell and pronounce familiar words effectively
- how and when to use basic punctuation; for example, single inverted commas, the dash, hyphens, brackets and ellipses
- how to learn to use basic concepts of English grammar; for example, how to create complex sentences; how to switch from active voice to passive voice

- how to use language and nonverbal communication appropriate for audience and purpose.

#### How to produce imaginative, informative or persuasive texts

- how to produce familiar text types using basic text conventions for different purposes in real or imagined contexts
- how to use basic language features and text structures in consideration of audience
- how to use language to represent an idea and an issue
- how to plan and structure simple texts using relevant strategies to organise information.

#### How to use basic inquiry skills and respond to texts across a range of disciplines

- how to question, brainstorm, reflect, explore and make connections between basic elements of texts and own life
- how to express an opinion and use basic persuasive language
- how to use strategies to locate and organise specific information.

#### Module 3 work requirements summary

This module includes one folio of work requirements. The folio comprises work that has been developed throughout the module, which is aligned to an inquiry question connected to the module title and description. The folio must evidence transdisciplinary study. The folio pieces may contain a combination of teacher-directed and student-negotiated pieces of work. The folio will contain four responses which represent different text types and modes. Learners will create three different text types: persuasive, imaginative and informative of which one must be written and one must be multimodal.

A folio could comprise either:

- two extended written responses, an extended multimodal response and a short oral presentation
- two extended multimodal responses, an extended written response and a short oral presentation.

See Appendix 3 for the full specifications of the work 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 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.

## Criteria

The assessment for *English Inquiry* Level 1 will be based on the degree to which the learner can:

1. use and control language
2. apply basic communication skills through writing, speaking, interacting and representing
3. apply basic comprehension skills through reading, viewing and listening
4. produce basic text types<sup>†</sup>
5. use basic inquiry skills
6. respond to attitudes and values represented in simple, familiar texts<sup>†</sup> from a range of disciplines
7. respond to themes represented in simple, familiar texts<sup>†</sup> from a range of disciplines
8. respond to straightforward issues represented in simple, familiar texts<sup>†</sup> from a range of disciplines.

	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

Criterion elements	Rating A	Rating B	Rating C
E1 - Spelling	correctly spells simple, common words	spells simple common words: errors do not impede meaning	spells simple common words: errors may impede meaning at times
E2 - Grammar and punctuation	controls basic grammar and punctuation	controls basic grammar and punctuation: infrequent errors do not impede meaning	uses basic grammar and punctuation: errors may impede meaning at times
E3 - Language and register	controls vocabulary and language features for clarity of expression according to type of audience.	uses appropriate vocabulary and language features to convey meaning with awareness of audience: errors do not impede meaning.	uses vocabulary and language features to convey meaning with awareness of audience: errors may impede meaning at times.



Criterion 2: apply basic communication skills through writing, speaking, interacting and representing

Criterion elements	Rating A	Rating B	Rating C
E1 - Purpose and audience	communicates <sup>†</sup> basic ideas and information appropriately for a purpose and an audience	communicates <sup>†</sup> basic ideas and information with understanding of purpose and audience	communicates <sup>†</sup> basic ideas and information with limited understanding of purpose
E2 - Communication strategies	selects and uses strategies to establish and maintain communication in everyday contexts	uses strategies to establish and maintain communication in everyday contexts	uses simple strategies to establish and maintain communication in everyday contexts as modelled
E3 – Presentation of information	makes a short presentation <sup>‡</sup> using nonverbal skills, delivery skills, topic knowledge and visual supports as modelled.	makes a short presentation <sup>‡</sup> using nonverbal skills, delivery skills, topic knowledge and visual supports as modelled: errors do not impede meaning.	makes a short presentation <sup>‡</sup> using nonverbal skills, delivery skills, topic knowledge and visual supports as modelled: errors may impede meaning at times.

<sup>†</sup> communicates through writing, speaking, interacting and representing

<sup>‡</sup> presentation through speaking, interacting and representing

Criterion 3: apply basic comprehension skills through reading, viewing and listening

Criterion elements	Rating A	Rating B	Rating C
E1 - Attitudes, values, ideas and issues	describes attitudes, values, ideas and issues in texts <sup>†</sup> providing appropriate evidence	outlines attitudes, values, ideas and issues in texts <sup>†</sup> providing evidence	identifies attitudes, values, ideas and issues in texts <sup>†</sup> providing limited evidence
E2 - Language features, text structures and purpose	describes structures and language features and the purpose of a text <sup>†</sup>	outlines structures and language features and the purpose of a text <sup>†</sup>	identifies structures and language features and the purpose of a text <sup>†</sup>
E3 - Reading and comprehension strategies	uses an increasing range of comprehension and reading strategies as modelled, to make meaning from texts <sup>†</sup> .	uses a limited range of comprehension and reading strategies as modelled, to make meaning from texts <sup>†</sup> .	uses specific comprehension and reading strategies as modelled to make meaning from texts <sup>†</sup> .

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



Criterion 4: produce basic text types<sup>†</sup>

Criterion elements	Rating A	Rating B	Rating C
E1 - Range and form	produces different text types <sup>†</sup> using appropriate textual conventions	produces familiar text types <sup>†</sup> using appropriate textual conventions	produces familiar text types <sup>†</sup> and uses simple textual conventions as modelled
E2 – Creation of texts <sup>†</sup>	creates texts to communicate ideas attitudes, values and ideas effectively	creates texts to communicate ideas attitudes, values and ideas appropriately	creates texts to communicate ideas attitudes, values and ideas with varying control
E3 - Features and structures	selects and uses basic language features and text structures in consideration of audience	uses basic language features and text structures, with some consideration of audience	uses basic language features and text structures as modelled
E4 - Writing process: plan, rehearse and revise	plans and rehearses, drafts and revises responses to enhance meaning using relevant strategies as modelled.	plans and rehearses, drafts and checks responses using relevant strategies as modelled.	plans and rehearses and checks responses by re-reading and making some corrections as modelled.

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

Criterion 5: use basic inquiry skills

Criterion elements	Rating A	Rating B	Rating C
E1 - Inquiry skills	uses basic inquiry skills to meet task requirements competently	uses basic inquiry skills to meet task requirements	uses basic inquiry skills as modelled to meet task requirements
E2 - Locating information	locates, collects and organises information from provided sources <sup>†</sup>	locates and collects information from provided sources <sup>†</sup>	locates specific information from provided sources <sup>†</sup> as modelled
E3 - Task completion	selects from provided strategies to manage and perform tasks competently within established timelines.	selects from provided strategies to perform tasks responsibly within established timelines.	selects from a limited range of provided strategies to perform tasks within established timelines.

<sup>†</sup> sources from a range of disciplines

Criterion 6: respond to attitudes and values represented in simple, familiar texts<sup>†</sup> from a range of disciplines

Criterion elements	Rating A	Rating B	Rating C
E1 - Representation and symbols	discusses how information and ideas can be represented symbolically	outlines how information and ideas can be represented symbolically	identifies how information and ideas can be represented symbolically
E2 - Representation	discusses how attitudes and values are represented in texts <sup>†</sup>	outlines how attitudes and values are represented in texts <sup>†</sup>	identifies how attitudes and values are represented in texts <sup>†</sup>
E3 - Language features and effect	describes obvious effects of specific language and text features.	outlines obvious effects of specific language and text features.	identifies an obvious effect of specific language and text features.

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

Criterion 7: respond to themes represented in simple, familiar texts from a range of disciplines

Criterion elements	Rating A	Rating B	Rating C
E1 - Experimenting in imaginative ways	selects and uses words, signs and symbols to represent an idea	uses words, signs and symbols to represent an idea	uses specific words, signs and symbols to represent an idea as modelled
E2 - Theme	describes the main idea or message of a text <sup>†</sup>	outlines the main idea or message of a text <sup>†</sup>	identifies the main idea or message of a text <sup>†</sup>
E3 - Judgment	expresses a detailed response to ideas and information in texts <sup>†</sup> using basic evaluative language.	expresses a response to simple ideas and information in texts <sup>†</sup> using basic evaluative language.	expresses a response to simple ideas and information in texts <sup>†</sup> using a limited range of basic evaluative language.

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

Criterion 8: respond to straightforward issues represented in simple, familiar, texts<sup>†</sup> from a range of disciplines

Criterion elements	Rating A	Rating B	Rating C
E1 - Questioning	poses questions to identify and clarify issues and information in texts <sup>†</sup>	poses questions to identify issues and information in texts <sup>†</sup>	poses questions about issues in texts <sup>†</sup> based on personal interests and experiences
E2 - Fact and opinion	describes facts and opinions about an issue	outlines facts and opinions about an issue	identifies facts and opinions about an issue
E3 - Express own opinion	uses persuasive language to express own point of view on a specified topic supported by appropriate evidence.	uses persuasive language to express own point of view on a specified topic supported with some evidence.	uses persuasive language to express own point of view on a specified topic.

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

## Quality assurance

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

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

### Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan, assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment

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

## Qualifications and 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.

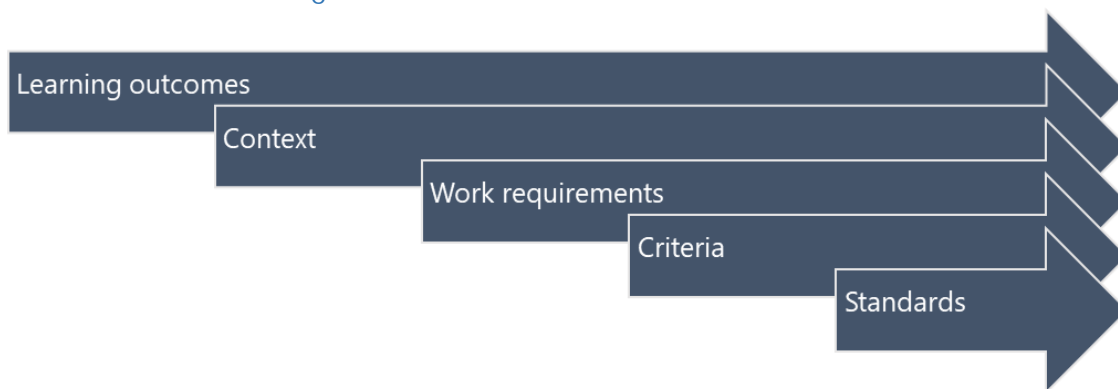
## Course developer

















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 and version history

Version 1. Accredited on 12 April 2022 for use from 1 January 2023 to 31 December 2027.

## Appendix 1 - Line of sight



Learning outcomes	Course content: module	Work requirements: module	Criterion	Criterion elements	General capabilities
1. use language for expression and to develop basic ideas	1, 2, 3	1, 2, 3	1	1, 2, 3	 
2. develop basic skills in communicating meaning through writing, speaking, interacting and representing	1, 2, 3	1, 2, 3	2	1, 2, 3	 
3. make meaning from simple, familiar text types <sup>†</sup> across disciplines through reading, viewing and listening	1, 2, 3	1, 2, 3	3	1, 2, 3	 
4. produce basic texts <sup>†</sup> in real and imagined contexts	1, 2, 3	1, 2, 3	4	1, 2, 3, 4	 
5. apply basic inquiry skills to explore ideas and texts <sup>†</sup> across disciplines	1, 2, 3	1, 2, 3	5	1, 2, 3	 
6. respond to simple attitudes and values represented in texts <sup>†</sup> across disciplines	1	1	6	1, 2, 3	 
7. respond to themes represented in simple, familiar text types <sup>†</sup> across disciplines	2	2	7	1, 2, 3	 
8. engage critically with simple, familiar text types <sup>†</sup> that explore straightforward issues across disciplines.	3	3	8	1, 2, 3	 

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

## Appendix 2 - Alignment to curriculum frameworks

### Relationship to the F-10 Australian Curriculum: English

This course provides a further opportunity to develop student understanding and skills from across the three strands of the F–10 Australian Curriculum: English. *English Inquiry* Level 1 draws upon, develops and emphasises knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum.

*English Inquiry* Level 1 aligns with:

- Level 1 and 2 of the Australian Core Skills Framework (ACSF).

## Appendix 3 - Work requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

### Module 1 work requirements specifications

#### Work requirement 1 of 3

**Title of work requirement:** Engaging personally with transdisciplinary texts: Exploring attitudes, beliefs and values about Australian identity

**Mode or format:** short oral response

**Description:** One short oral response aligned to the module description which can include multimodal elements. The response must evidence transdisciplinary study. The response can be imaginative, informative or persuasive. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 175 words or a maximum of 1 minute multimodal or equivalent

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 2: E1, 2, 3

#### Work requirement 2 of 3

**Title of work requirement:** Making connections through transdisciplinary texts: How is Australian identity represented?

**Mode or format:** extended written response

**Description:** One extended response aligned to the module description which can be informative or persuasive. The response must evidence transdisciplinary study. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 350 words

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 3: E1, 2, 3
- Criterion 4: E1, 2, 3, 4
- Criterion 6: E1, 2, 3

#### Work requirement 3 of 3

**Title of work requirement:** Engaging critically or creatively: Is there an Australian identity? A vision for the future

**Mode or format:** extended multimodal response: print or non-print

**Description:** One extended response, print or non-print, aligned to the module description which can be imaginative, informative or persuasive. The response must evidence transdisciplinary study. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 350 words or a maximum of 2 minutes multimodal or equivalent

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 2: E1,
- Criterion 4: E1, 2, 3, 4
- Criterion 5: E1, 2, 3

## Module 2 work requirements specifications

### Work requirement 1 of 3

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

**Mode or format:** short oral response

**Description:** One short oral response aligned to the module description which can include multimodal elements. The response must evidence transdisciplinary study. The response can be imaginative, informative or persuasive. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 175 words or a maximum of 1 minute multimodal

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 2: E1, 2, 3
- Criterion 7: E1

### Work requirement 2 of 3

**Title of work requirement:** Making connections through transdisciplinary texts: Recognising relationships between themes in different texts

**Mode or format:** extended written response

**Description:** One extended written response aligned to the module description which can be informative or persuasive. The response must evidence transdisciplinary study. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 350 words

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 3: E1, 2, 3
- Criterion 4: E1, 2, 3, 4
- Criterion 7: E2, 3

### Work requirement 3 of 3

**Title of work requirement:** Engaging persuasively or creatively with themes in transdisciplinary texts

**Mode or format:** extended multimodal response, print or non-print

**Description:** One extended multimodal response, print or non-print, aligned to the module description which can be imaginative or persuasive. The response must evidence transdisciplinary study. The text type selected must be different for each of the three work requirements for this module.

**Size:** a maximum of 350 words or a maximum of 2 minutes multimodal or equivalent

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

**Relevant criteria:**

- Criterion 1: E1, 2, 3
- Criterion 2: E 1, 2
- Criterion 4: E1, 2, 3, 4
- Criterion 5: E1, 2, 3

### Module 3 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** How can the same issue be represented in different transdisciplinary texts?

**Mode or format:** folio

**Description:** One folio guided by an inquiry question is to be aligned to the module description and title.

The folio pieces may be print or non-print and contain a combination of teacher directed and student negotiated pieces of work. The folio must evidence transdisciplinary study. The folio will contain four responses developed throughout the module which represent different text types and modes.

Learners will create three different text types: persuasive, imaginative and informative, of which one must be oral, one must be written and one must be multimodal.

A folio could comprise either:

- two extended written responses and an extended multimodal response
- two extended multimodal responses and an extended written response
- one short oral presentation which can include multimodal elements.

**Size:**

Suggested range:

- for written responses is between 150 of 250 words each
- for multimodal responses is between 1 minute to 2 minutes
- for oral presentation is between 150 to 175 words.

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

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

- Criterion 1: E1, 2, 3
- Criterion 2: E1, 2
- Criterion 3: E1, 2, 3
- Criterion 4: E1, 2, 3, 4
- Criterion 5: E1, 2, 3
- Criterion 8: E1, 2, 3



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

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019)*.

General capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 🧠
- Ethical understanding 🏛️
- Information and communication technology capability 🖥️
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

Cross-curriculum priorities:

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

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

### Representation of the cross-curriculum priorities in the *English Inquiry* Level 1 course

The cross-curriculum priorities address contemporary issues which students face in a globalised world. As a result of the transdisciplinary nature of the *English Inquiry* Level 1 course, teachers may find opportunities to incorporate the priorities into the teaching and learning program for the *English Inquiry* Level 1 course. The module description and content identify the expected student learning within each course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

## Appendix 5 – Glossary

Term	Definition	Source Acknowledgement
apply	Use, utilise or employ in a particular situation.	ACARA English Glossary
appropriate	Acceptable; suitable or fitting for a particular purpose, circumstance, context etc.	Queensland General English Syllabus 2019
aspect	A particular part of a feature of something: a facet, phase or part of a whole	Queensland General English Syllabus 2019
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.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
audience	The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.	ACARA English Glossary
basic	Simple and not complicated, so able to provide the base or starting point from which something can develop.	Cambridge English Dictionary
belief	The feeling of being certain that something exists or is true.	Cambridge English Dictionary

Term	Definition	Source Acknowledgement
brainstorm	To suggest a lot of ideas for a future activity very quickly before considering some of them more carefully.	Cambridge English Dictionary
clarify	Make clear or intelligible; explain; make a statement or situation less confused and more comprehensible.	Queensland General English Syllabus 2019
comprehend	Understand the meaning or nature of; grasp mentally.	Queensland General English Syllabus 2019

<p>comprehension and reading strategies</p>	<p>A set of processes used by readers to make meaning from texts.</p> <p>Key comprehension strategies include:</p> <ul style="list-style-type: none"> <li>• activating and using prior knowledge</li> <li>• identifying literal information explicitly stated in the text</li> <li>• making inferences based on information in the text and their own prior knowledge</li> <li>• predicting likely future events in a text</li> <li>• visualising by creating mental images of elements in a text</li> <li>• summarising and organising information from a text</li> <li>• integrating ideas and information in texts</li> <li>• critically reflecting on content, structure, language and images used to construct meaning in a text.</li> </ul> <p>Reading strategies – limited range:</p> <ul style="list-style-type: none"> <li>• use knowledge of letter sounds and common letter patterns to decode words</li> <li>• re-read to clarify meaning and read on to confirm meaning</li> <li>• adjust reading rate</li> <li>• attempt to self-correct when the meaning is disrupted</li> <li>• use sound, visual and meaning cues, knowledge of high frequency words and topic related vocabulary</li> <li>• use skimming and scanning strategies</li> <li>• use strategies to locate specific details</li> <li>• use knowledge of the topic, sentence patterns and text structure</li> <li>• self-question</li> <li>• make personal predictions about what might happen next</li> <li>• make comparisons with their own experiences to other texts</li> <li>• discuss reading strategies used at word and sentence level</li> <li>• ask for assistance with some words.</li> </ul> <p>Reading strategies – increasing range:</p> <ul style="list-style-type: none"> <li>• break words into chunks</li> </ul>	<p>ACARA English Glossary</p>
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Term	Definition	Source Acknowledgement
	<ul style="list-style-type: none"> <li>• use self-correcting methods when reading such as re-reading, reading on, reading back, sub vocalising</li> <li>• adjust reading strategies for different texts</li> <li>• consider the context of unknown words</li> <li>• use sound, visual meaning cues, knowledge of high frequency words and topic related vocabulary</li> <li>• use knowledge of grammar, sentence and texts structures, vocabulary</li> <li>• predict likely events, actions and outcomes, before and during reading and explain their reasons</li> <li>• make connections between themselves and the text, between texts they have read and between texts and their experiences of the world</li> <li>• determine importance</li> <li>• generate appropriate key words form a text for a specific purpose</li> <li>• discuss and compare with others the visual images they create when reading</li> <li>• discuss their selection of reading strategies at word, sentence and whole text levels</li> <li>• self-monitor and discuss the effectiveness of their own reading strategies.</li> </ul>	
communicate	Convey knowledge or understandings to others.	ACARA English Glossary

Term	Definition	Source Acknowledgement
communication strategies	<p>Active listening strategies: verbal and non-verbal skills and behaviour used to promote accurate listening.</p> <p>Oral interaction skills: interactions, open questions, answers, feedback, exchanges, discussion and argumentation</p> <p>Oral presentation skills:</p> <ul style="list-style-type: none"> <li>• nonverbal – audience contact, body language and poise</li> <li>• delivery – articulation, voice qualities; for example, articulation, volume, intonation, pause</li> <li>• content – enthusiasm for topic, topic knowledge, organisation.</li> </ul>	<p>ACARA English Glossary</p> <p>DoE Good Teaching Literacy 7-10</p>
connecting	<p>Connecting is recognising relationships between texts and between texts and own lives.</p> <p>In this course learners make connections between:</p> <ul style="list-style-type: none"> <li>• texts and their own life</li> <li>• elements of texts; for example, words and images</li> <li>• common ideas, experiences and stories</li> <li>• identifiable links between texts and contexts.</li> </ul>	<p>New South Wales English Textual Concepts Learning Processes</p>
consider	<p>Formed after careful thought.</p>	<p>ACARA English Glossary</p>
context	<p>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.</p>	<p>ACARA English Glossary</p>
control	<p>Shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds.</p>	<p>ACARA English Glossary</p>

Term	Definition	Source Acknowledgement
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.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
create	Develop or produce spoken, written or multimodal texts in print or digital forms.	ACARA English Glossary
creative response	A response to a text or an idea set in the real world.	
cross-disciplinary	Relating to or representing more than one branch of knowledge.	Oxford Languages
describe	Give a detailed account of characteristics or features.	ACARA English Glossary
develop	In English: begin to build an opinion or idea.	ACARA English Glossary
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, e-literature.	ACARA English Glossary
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.	Years 9-12 Project, Department of Education, Tasmania
discuss	Talk or write about a topic, taking into account different issues and ideas.	ACARA English Glossary

Term	Definition	Source Acknowledgement
diverse	Of various kinds or forms; different from each other.	Queensland General English Syllabus 2019
effective	Successful in producing the intended, desired or expected result; meeting the assigned purpose.	Queensland General English Syllabus 2019
element	A component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity.	Queensland General English Syllabus 2019
engage	To participate or become involved in.	Cambridge English Dictionary
engaging critically	Students engage critically with a text when they make judgements about a text based on systematic analysis.  In this course critical engagement involves distinguishing between fact and opinion; learning to interpret basic texts and develop opinions with some reasoning.	New South Wales English Textual Concepts Learning Processes
engaging personally	Students engage personally when they experience interest, pleasure and personal significance in texts and the ways they are constructed.  In this course, engaging personally involves developing students' awareness that their choices and preferences for texts and authors are shaped by their own experience and interests. They share different views, infer meaning, express and justify their own opinions and extend their experiences of texts.	New South Wales English Textual Concepts Learning Processes



Term	Definition	Source Acknowledgement
evaluative language	<p>Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess quality of objects such as literary works.</p> <p>Evaluations can be made explicit; for example, through the use of adjectives, as in: 'she's a lovely girl', 'he's an awful man', or 'how wonderful!'. However, they can be left implicit; for example, 'he dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept'.</p>	ACARA English Glossary
everyday texts	<p>Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor or dentist or health centre, an interaction with a retail person, a waiter taking orders, storytelling.</p>	ACARA English Glossary
exhibit	<p>Exhibition refers to projects, presentations or projects through which students exhibit what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning outcomes.</p> <p>An exhibition may take many forms or text types.</p> <p>In this course, 'exhibit' refers to sharing information and or thinking, displaying or presenting student work with familiar audiences, including peers, classmates.</p> <p>Interacting with others is part of this process.</p> <p>Adjustments should be made based on learners' capabilities.</p>	<a href="https://www.edglossary.org/exhibition/">https://www.edglossary.org/exhibition/</a>
explore	<p>To look into both closely and broadly; scrutinise; inquire into or discuss something in detail.</p>	Queensland General English Syllabus 2019

Term	Definition	Source Acknowledgement
express	To 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; or depict.	Queensland General English Syllabus 2019
familiar	Previously encountered in prior learning activities.	ACARA English Glossary
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.	ACARA English Glossary
idea	In this course, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
ideate	To think of an idea or ideas.	Cambridge English Dictionary
identify	Establish or indicate who or what someone or something is.	ACARA English Glossary
imaginative text	Their primary purpose is to entertain 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.	ACARA English Glossary
informative text	Their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.	ACARA English Glossary

Term	Definition	Source Acknowledgement
inquiry skills	<p>Students need to:</p> <ul style="list-style-type: none"> <li>• identify what they want to know and what they can achieve</li> <li>• pose researchable questions</li> <li>• brainstorm or ideate</li> <li>• locate appropriate sources of information</li> <li>• gather, sort and organise information</li> <li>• engage personally: make connections with texts and between texts</li> <li>• engage critically: make judgements about texts and the ways they are constructed through basic analysis</li> <li>• experiment: apply knowledge and skills creatively and critically to develop deep understanding: experiment with language, form, mode and medium to express ideas and opinions</li> <li>• make decisions and put ideas into action</li> <li>• present or exhibit information in appropriate ways</li> <li>• reflect on what they have learned and the inquiry process</li> <li>• apply their knowledge.</li> </ul> <p>In this course they do this through the key elements of transdisciplinary learning:</p> <ul style="list-style-type: none"> <li>• engage and ideate</li> <li>• connect and apply</li> <li>• exhibit and reflect.</li> </ul> <p>In turn, inquiry skills are enacted and developed through the following learning processes:</p> <ul style="list-style-type: none"> <li>• understanding</li> <li>• connecting</li> <li>• engaging critically</li> <li>• engaging personally</li> <li>• reflecting</li> </ul>	<p>Focus on Inquiry Jeni Wilson and Lesly Wing Jan and the New South Wales Textual Concepts; Learning Processes:  <a href="http://englishtextualconcepts.nsw.edu.au/content/about-processes-and-learning-progressions">http://englishtextualconcepts.nsw.edu.au/content/about-processes-and-learning-progressions</a></p>

Term	Definition	Source Acknowledgement
	<ul style="list-style-type: none"> <li>experimenting.</li> </ul>	
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.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
intend	In this course, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.	Queensland General English Syllabus 2019
interpret	Draw meaning from.	Government of Western Australia, School Curriculum and Standards Authority
key	Of crucial importance.	Queensland General English Syllabus 2019
language features	The features of language that support meaning; for example, sentence structure, noun group or phrase, vocabulary, punctuation, figurative language, framing, camera angles. 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.	ACARA English Glossary
listen	To use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems.	ACARA English Glossary
locate	Identify where something is found.	ACARA English Glossary

Term	Definition	Source Acknowledgement
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.	ACARA English Glossary
mode	The various processes of communication: listening, speaking, reading, viewing, writing and creating. Modes are also used to refer to the semiotic or meaning-making resources associated with these communicative processes, such as sound, print, image and gesture.	ACARA English Glossary
mode appropriate features or conventions	Include: <ul style="list-style-type: none"> <li>• written; for example, conventional spelling and punctuation</li> <li>• spoken or signed; for example, pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence</li> <li>• non-verbal; for example, facial expressions, gestures, proximity, stance, movement</li> <li>• complementary features, including digital features such as graphics, still and moving images, design elements, music and sound effects.</li> </ul>	Queensland General English Syllabus 2019
modding	The activity of making changes to computer or games software or equipment, in order to create your own version.	Cambridge English Dictionary
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.	Queensland General English Syllabus 2019
multimodal text	A combination of two or more communication modes; for example, print, image and spoken text, as in film or computer presentations.	ACARA English Glossary

Term	Definition	Source Acknowledgement
nonverbal communication/ cues	Behaviours, other than words, that transmit meaning; for example, body language, inflexion, eye contact, posture.	ACARA English Glossary
obvious	Clearly perceptible or evident; easily seen, recognised or understood.	Queensland General English Syllabus 2019
opinion	A thought or belief about something or someone.	Cambridge English Dictionary
organise	Arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action.	Queensland General English Syllabus 2019
outline	Sketch in general terms; indicate the main features of.	Government of Western Australia School Curriculum and Standards Authority
particular	Distinguished or different from others or from the ordinary; noteworthy.	Queensland General English Syllabus 2019
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.	Queensland General English Syllabus 2019
persuasive text	Their primary purpose is to put forward a point of view 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 influential essays and articles.	ACARA English Glossary
point of view	The opinion or viewpoint expressed by an individual in a text; for example, an author, a narrator, a character or an implied reader.	ACARA English Glossary
presentation	A talk or by other means to give information about something.	Cambridge English Dictionary

Term	Definition	Source Acknowledgement
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; and persuasive texts: letters to the editor or documentaries. Students may produce fiction texts; for example, short stories, blogs, poetry, plays, short films or YouTube stories or uploads. Students might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments	Government of Western Australia, School Curriculum and Standards Authority
read	To process words, symbols or actions to derive or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts.	ACARA English Glossary
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.	Queensland General English Syllabus 2019
register	The degree of formality or informality of language used for a particular purpose or in a particular social setting.	ACARA English Glossary
relevant	Bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on.	Queensland General English Syllabus 2019
represent	Use words, images, symbols or signs to convey meaning.	ACARA English Glossary

Term	Definition	Source Acknowledgement
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.	Government of Western Australia School Curriculum and Standards Authority Year 11 English Glossary
respond to	Provide an answer; reply.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
revise	To look at or consider again an idea, piece of writing, etc, in order to correct or improve it.	Cambridge English Dictionary
simple	Easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps.	Queensland General English Syllabus 2019
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.	Queensland General English Syllabus 2019
straightforward	Without difficulty; uncomplicated; direct; easy to do or understand.	Queensland General English Syllabus 2019
structure	Verb: Give a pattern, organisation or arrangement to; construct or arrange according to a plan.  Noun: In English, arrangement of words into larger units; for example, phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions.	Queensland General English Syllabus 2019



Term	Definition	Source Acknowledgement
structured	Arranged in a given organised sequence.	ACARA English Glossary
supported	Corroborated; given greater credibility by providing evidence.	Queensland General English Syllabus 2019
text	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.	Queensland General English Syllabus 2019
text structure or structures	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, 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.	ACARA English Glossary

Term	Definition	Source Acknowledgement
text types	<p>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.</p> <p>Analytical texts</p> <p>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.</p> <p>Imaginative texts</p> <p>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.</p> <p>Interpretive texts</p> <p>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.</p> <p>Persuasive texts</p> <p>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.</p>	ACARA English Glossary

Term	Definition	Source Acknowledgement
text types: affiliative	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 or 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.	Jenkins et. al. 2006
theme	An idea, concern or argument developed in a text. A recurring element; for example, the subject of a text may be love, and its theme could be how love involves sacrifice. A work may have more than one theme.	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
topic	A division of, or sub-section within a module; all topics or sub-topics within a module are interrelated.	Queensland General English Syllabus 2019
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.	Years 9-12 Project DoE Tasmania
unfamiliar	Not previously encountered in prior learning activities.	ACARA English Glossary
use	Operate or put into effect; apply knowledge or rules to put theory into practice.	Queensland General English Syllabus 2019
values	Characteristics, qualities, philosophical and emotional stances, e.g. moral principles or standards often shared with others in a cultural group.	Queensland General English Syllabus 2019

Term	Definition	Source Acknowledgement
view	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.	ACARA English Glossary
voice	<p>Voice, in a literary sense, is the distinct personality of a piece of writing. Voice can be created through the use of syntax, punctuation, vocabulary choices, persona and dialogue.</p> <p>Texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of individuals or groups.</p> <p>It is important to recognise the various voices in a text, how they relate to one another, and how the creator of a text uses these to shape audience response.</p>	Government of Western Australia, School Curriculum and Standards Authority, Year 11 English Glossary
word	A single distinct element of speech or writing that communicates meaning.	ACARA English Glossary
write	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; or using drawings, models, photos to represent text; or using a scribe to record responses or produce recorded responses.	ACARA English Glossary

Term	Definition	Source Acknowledgement
writing process	<p>The writing process usually takes the form of:</p> <ul style="list-style-type: none"> <li>• Planning and rehearsing: the generation, selection and sorting of ideas to write about, consideration of purpose and audience which will influence genre selection and organisation.</li> <li>• Drafting or composing: the recording of ideas with attention to meaning making, grammar, spelling, punctuation and handwriting or keyboarding.</li> <li>• Revising: the revisiting of the text, often as a result of feedback from peers or the teacher, to improve and enhance the writing.</li> <li>• Editing and proofreading: the polishing of the draft in readiness for publication, which includes editing for spelling, text layout, grammar, capitalisation and punctuation.</li> <li>• Publishing: the preparation of the text for sharing with an audience, with attention given to the form and style of the text.</li> </ul>	Victorian State Government Education and Training

## Appendix 6 – Text selection

The texts for study in this course must be selected in accordance with the following instructions.

Learners will engage with at least five short transdisciplinary texts in each module:

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

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

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

### Text complexity

The level of complexity for texts selected in this course aligns with the Australian Course Skills Framework Level 1 and Level 2, as such they are classified as simple, familiar texts with clear purpose and audience.

The texts selected must be contemporary, engaging and accessible for learners undertaking Level 1 courses. Texts will be selected on the basis of the learners' interests and learning needs.

Texts must be widely regarded as having quality and being suitable for Years 11 and 12 English students.

Through inquiry learning, students will select their own texts to read, view or listen to as part of the learning process.

### Text selections

Teaching and learning opportunities which draw from a diverse range of simple text types can assist students to broaden and develop their own language skills.

Opportunities may be provided for students to:

- read, view and listen to simple creative expressive texts, informative and persuasive texts, academic texts, everyday texts or work texts
- produce simple contemporary texts, including print and multimodal texts, imaginative, informative and persuasive texts, in media, every-day and workplace contexts.

Where appropriate, the selection of short texts or extracts should give students experience of the following:

- accessible types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

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

- accessible literary texts written about intercultural experiences and the peoples and cultures of Asia
- accessible Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal or Torres Strait Islander Peoples
- accessible texts with a wide range of cultural, social and gender perspectives and popular and youth cultures.

### 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 web including 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>• 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>• email</li> <li>• SMS, Twitter</li> <li>• message boards, chatrooms</li> <li>• forums</li> <li>• game clans or fan clans</li> <li>• collaborative games</li> <li>• collaborative platforms, such as Wikipedia or Google Docs.</li> </ul>