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|  | 6.2 Pose questions that invite critical reflection | * What makes us human? Why do we treat others as we do? |
| **Level 6**: At this level, students can pose questions to critically analyse complex issues and abstract ideas **(Year 10)** | 6.1 Pose questions about concepts and generalisations that invite critical analysis and evaluation | * *‘Jane Eyre* is a study of passion and control told through the eyes of an unreliable narrator. That is its strength. That is its weakness.’ To what extent does this statement align with your view of *Jane Eyre*?” (HCS English Advanced 2017 * **‘**Flawed or admirable?’ Compare the ways in which the authors of two texts portray female characters. (Stage 2 English Examination, SACE Board 2014) * *‘Wuthering Heights* explores the nature of family relationships.’ Do you agree? Argue your case (VCAA 2016) |
|  | 5.2 Pose speculative, analogical and creative questions, for example, What if? What might? How? | * What might have happened if the novel was set in the past or in the future? * What might have happened if the genders of the main characters were changed? * How might the story have changed if……? * How is English like a tapestry? a garden? a host of golden daffodils? |
| **Level 5**: At this level, students pose questions to probe assumptions and investigate complex issues **(Year 8)** | 5.1 Pose questions that address propositions and which may invite an argument | * “True friendship is often revealed in times of trouble.” Do you agree with this statement? Argue your case in relation to a text you have read this year. * “Reading fiction invites us to enter different worlds.” How does this happen in a text of your choice? * “This text shows the qualities needed to be a leader.” Do you agree? Why? Why not? |
|  | 4.3 Pose evaluative questions that invite an argument, for example, To what extent? How far? | * To what extent do you agree with the author’s point of view? * To what extent does the author broaden our understanding of human nature? * How far did you feel sympathy for the main character? * How effectively does the text portray different perspectives? |
|  | 4.2 Pose analysis questions that compare and contrast themes, characters and perspectives | * In what ways do two different texts explore a common theme? * In what ways are the main characters the same? In what ways are they different? * In what ways does the text present different perspectives of…..? * What are some of the motives behind…? |
| **Level 4**: At this level, students pose questions to clarify and interpret information and probe for causes and consequences **(Year 6)** | 4.1 Pose analytical questions, for example, opposites | * What are the factors that shape the character in the novel…? * How does the text make you think, feel and wonder? * Cause/Consequence * Hero/Villain? * Revenge/ Forgiveness * Friend/ Foe * Fairness / Justice * Belonging/ Identity * Courage/ Cowardice |
| **Level 3**: At this level, students pose questions to expand their knowledge of the world **(Year 4)** | 3.1 Pose questions with the emphasis on Why? and How? | * Why should the school library have a copy of *The Red Poppy?* * How does this text connect with others you have read? |
| **Level 2**: At this level, students pose questions to identify and clarify issues, and compare information in their world **(Year 2)** | 2.1 Pose questions that ask for identification of similarities or differences | * In what ways are two texts alike? * In what ways are two characters the same? In what ways are they different? |
|  | 1.2 Pose questions that begin with Is, Did, Can, Would, Will, Might, Should | * Question Matrix |
| **Level 1:** At this level, students pose factual and exploratory questions based on personal interests and experiences **(F)** | 1.1 Pose questions that begin with What, When, Where, Why, Which, Who, How | * Question Matrix |

J. Farrall, AISSA. 2019. Please not that the table above is for guidance only. It has no official status.