TAX 101

NSW Senior Curriculum English

Tax 101 - Interactive: You make the decision

| English Life Skills | **ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes
Understand the connections between language, context and meaning
● participate appropriately in academic and workplace contexts, for example class discussions, school assemblies, meetings in the workplace
Respond to and compose texts
● engage in class discussions about a topic or text
● use visual, multimodal or digital texts to communicate for familiar audiences and purposes
ENLS6-2 reads, views and responds to texts in familiar contexts
Engage personally with texts
● view visual, multimodal or digital texts for personal and educational purposes
Respond to and compose texts
● create visual, multimodal or digital texts, including statistical representations, to communicate ideas
ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts
Engage personally with texts
● explore academic and workplace texts for different purposes
Respond to and compose texts
● summarise ideas and information in texts
● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague
ENLS6-5 accesses information to communicate for different purposes and in different contexts
Engage personally with texts
● recognise that information can be gathered from a number of sources
Understand the connections between language, context and meaning
● use a digital library catalogue to find resources
Respond to and compose texts
● use technology to access information, for example online search engines, ebook library
● access a range of texts to locate information
● transfer information from one source to another
ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes
Engage personally with texts
● compose texts independently or with a group
Understand the connections between language, context and meaning
● use language features and textual form suitable to purpose, audience and context when composing texts
(continued over) |

English Life Skills (continued)	Respond to and compose texts ● compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation ● use a range of modes, media and technologies to organise and present ideas **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● compose informative texts using appropriate language features and textual form, for example information report, infographic or brochure ● develop skills in reviewing and editing own compositions to clarify meaning, further engage the audience or suit the purpose and context of the text, for example edit narrative to become more descriptive, select graphics to support an oral presentation **ENLS6-12** reflects on own learning processes and goals Respond to and compose texts ● provide feedback to other students, for example evaluating other students' texts, assisting other students in the editing process
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways Engage personally with texts ● locate and select information from a range of sources **(ACEEE022)** Understand the connections between language, context and meaning ● select text structures, language and visual features to communicate and represent ideas and information **(ACEEE026)** Respond to and compose texts ● categorise ideas and information about specific themes or ideas **(ACEEE037)** **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Engage personally with texts ● engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts Understand the connections between language, context and meaning ● understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims **(ACELA1766)** Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes**;** Students: Engage personally with texts ● form opinions on the effectiveness of particular types of texts in achieving their purposes Respond to and compose texts ● use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story **(ACEEE012, AAEEE026)** ● edit work to improve clarity, accuracy and expressiveness in their use of language **ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning ● use constructive feedback from others to improve learning, including their composing and responding

Your Tax - Activity 2: Working and paying tax	
English Life Skills	**ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes Engage personally with texts ● communicate personal information in everyday situations, for example when completing application forms, when requesting services, providing their name to a teacher Understand the connections between language, context and meaning ● participate appropriately in academic and workplace contexts, for example class discussions, school assemblies, meetings in the workplace Respond to and compose texts ● follow one or two-step instructions or requests ● engage in class discussions about a topic or text ● use visual, multimodal or digital texts to communicate for familiar audiences and purposes **ENLS6-2** reads, views and responds to texts in familiar contexts Engage personally with texts ● view visual, multimodal or digital texts for personal and educational purposes Respond to and compose texts ● create visual, multimodal or digital texts, including statistical representations, to communicate ideas **ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Engage personally with texts ● explore academic and workplace texts for different purposes Respond to and compose texts ● respond to everyday and workplace texts, for example complete a print or online entry form for a competition, provide an opinion on a feature article, compose a review of an online game, television show or film, summarise the main ideas of a health or safety brochure ● summarise ideas and information in texts ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-4** uses strategies to comprehend a range of texts composed for different purposes and contexts Engage personally with texts ● explore perspectives and opinions in and about texts Understand the connections between language, context and meaning ● use digital literacy skills to locate and comprehend information in digital texts **(continued over)**

English Life Skills (continued)	Respond to and compose texts ● comprehend and respond to a variety of texts in a range of formats to obtain information ● identify main ideas and supporting evidence in texts ● recognise how graphs, tables and charts add meaning in texts **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes Engage personally with texts ● compose texts independently or with a group ● complete forms, surveys and questionnaires Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts Respond to and compose texts ● use scaffolds to compose texts ● compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation ● use a range of modes, media and technologies to organise and present ideas **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● use strategies to plan texts, for example scaffolds, mind maps, brainstorming ● use strategies to structure texts, for example scaffolds, graphic organisers, headings, dot points ● compose informative texts using appropriate language features and textual form, for example information report, infographic or brochure ● develop skills in reviewing and editing own compositions to clarify meaning, further engage the audience or suit the purpose and context of the text, for example edit narrative to become more descriptive, select graphics to support an oral presentation **ENLS6-12** reflects on own learning processes and goals Respond to and compose texts ● provide feedback to other students, for example evaluating other students' texts, assisting other students in the editing process
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways Engage personally with texts ● locate and select information from a range of sources **(ACEEE022)** Understand the connections between language, context and meaning ● select text structures, language and visual features to communicate and represent ideas and information **(ACEEE026)** Respond to and compose texts ● categorise ideas and information about specific themes or ideas **(ACEEE037)** **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Engage personally with texts ● engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts **(continued over)**

English Studies Year 11 (continued)	Understand the connections between language, context and meaning
	● understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims **(ACELA1766)**
	Respond to and compose texts
	● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)**
	ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
	Students:
	Engage personally with texts
	● form opinions on the effectiveness of particular types of texts in achieving their purposes
	Respond to and compose texts
	● use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story **(ACEEE012, AAEEE026)**
	● edit work to improve clarity, accuracy and expressiveness in their use of language
	ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning
	● use constructive feedback from others to improve learning, including their composing and responding

Your Tax - Activity 3: Completing your tax return	
English Life Skills	**ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes
	Engage personally with texts
	● communicate personal information in everyday situations, for example when completing application forms, when requesting services, providing their name to a teacher
	Respond to and compose texts
	● follow one or two-step instructions or requests
	ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts
	Engage personally with texts
	● explore academic and workplace texts for different purposes
	Respond to and compose texts
	● respond to everyday and workplace texts, for example complete a print or online entry form for a competition, provide an opinion on a feature article, compose a review of an online game, television show or film, summarise the main ideas of a health or safety brochure
	ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes
	Engage personally with texts
	● complete forms, surveys and questionnaires

Your Tax - Activity 6: Fixing a tax problem

English Life Skills	**ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes Respond to and compose texts ● engage in class discussions about a topic or text ● use visual, multimodal or digital texts to communicate for familiar audiences and purposes **ENLS6-2** reads, views and responds to texts in familiar contexts Engage personally with texts ● view visual, multimodal or digital texts for personal and educational purposes Respond to and compose texts ● create visual, multimodal or digital texts, including statistical representations, to communicate ideas **ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Engage personally with texts ● explore academic and workplace texts for different purposes Respond to and compose texts ● summarise ideas and information in texts ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-5** accesses information to communicate for different purposes and in different contexts Engage personally with texts ● recognise that information can be gathered from a number of sources Understand the connections between language, context and meaning ● use a digital library catalogue to find resources Respond to and compose texts ● use technology to access information, for example online search engines, ebook library ● access a range of texts to locate information ● transfer information from one source to another **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes Engage personally with texts ● compose texts independently or with a group Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts Respond to and compose texts ● compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation ● use a range of modes, media and technologies to organise and present ideas **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● compose informative texts using appropriate language features and textual form, for example information report, infographic or brochure

(continued from previous page) Your Tax - Activity 6: Fixing a tax problem	
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways Engage personally with texts ● locate and select information from a range of sources **(ACEEE022)** Understand the connections between language, context and meaning ● select text structures, language and visual features to communicate and represent ideas and information **(ACEEE026)** Respond to and compose texts ● categorise ideas and information about specific themes or ideas **(ACEEE037)** **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Engage personally with texts ● engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts Understand the connections between language, context and meaning ● understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims **(ACELA1766)** Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes Students: Engage personally with texts ● form opinions on the effectiveness of particular types of texts in achieving their purposes Respond to and compose texts ● use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story **(ACEEE012, AAEEE026)**

Your Tax - Interactive: Tax and you

English Life Skills	**ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes Engage personally with texts ● engage in simple interactions with familiar people Understand the connections between language, context and meaning ● participate appropriately in academic and workplace contexts, for example class discussions, school assemblies, meetings in the workplace Respond to and compose texts ● engage in class discussions about a topic or text ● use visual, multimodal or digital texts to communicate for familiar audiences and purposes **ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts ● summarise ideas and information in texts ● comprehend and respond to a variety of texts to engage in academic and/or workplace activities, for example create a graphic outline of an informative text, view a workplace health and safety presentation in the workplace to follow safe work practices **ENLS6-5** accesses information to communicate for different purposes and in different contexts Engage personally with texts ● recognise that information can be gathered from a number of sources Understand the connections between language, context and meaning ● use a digital library catalogue to find resources Respond to and compose texts ● use technology to access information, for example online search engines, ebook library ● access a range of texts to locate information **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes Engage personally with texts ● compose texts independently or with a group Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts Respond to and compose texts ● use scaffolds to compose texts **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● use strategies to plan texts, for example scaffolds, mind maps, brainstorming ● use strategies to structure texts, for example scaffolds, graphic organisers, headings, dot points ● compose persuasive texts using appropriate language features and textual form, for example print or online advertisement **ENLS6-11** explores texts that express a range of ideas, values, points of view and attitudes Understand the connections between language, context and meaning ● compose texts to express their point of view using appropriate language forms and features, for example using evidence to support a point, participating in a debate

(continued from previous page) Your Tax - Interactive: Tax and you	
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways Engage personally with texts ● locate and select information from a range of sources **(ACEEE022) (ACEEE026)** Respond to and compose texts ● categorise ideas and information about specific themes or ideas **(ACEEE037)** **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Understand the connections between language, context and meaning ● understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims **(ACELA1766)** Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** ● select text structures, language features and visual techniques to represent ideas and information **(ACEEE026)** ● sequence writing to produce a cohesive text **ES11-7** represents own ideas in critical, interpretive and imaginative texts Respond to and compose texts ● use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts **(ACEEE025)** **ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade Respond to and compose texts ● compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

Business Tax - Activity 3: Running a business: Tax obligations

English Life Skills	**ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Respond to and compose texts ● summarise ideas and information in texts ● comprehend and respond to a variety of texts to engage in academic and/or workplace activities, for example create a graphic outline of an informative text, view a workplace health and safety presentation in the workplace to follow safe work practices ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes Engage personally with texts ● compose texts independently or with a group ● complete forms, surveys and questionnaires Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts Respond to and compose texts ● use scaffolds to compose texts ● compose a range of informative texts, for example written reports, oral presentations with or without visual supports, short-answer responses to questions, posters or infographics ● use a range of modes, media and technologies to organise and present ideas **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● compose informative texts using appropriate language features and textual form, for example information report, infographic or brochure
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** ● select text structures, language features and visual techniques to represent ideas and information **(ACEEE026)** ● sequence writing to produce a cohesive text **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes**;** Students: Respond to and compose texts ● use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story **(ACEEE012, AAEEE026)**

Business Tax - Activity 6: How is business tax collected?	
English Life Skills	**ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Respond to and compose texts ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes; Students: Engage personally with texts ● compose texts independently or with a group ● complete forms, surveys and questionnaires Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** ● select text structures, language features and visual techniques to represent ideas and information **(ACEEE026)**

Super - Activity 1: What is superannuation?	
English Life Skills	**ENLS6-2** reads, views and responds to texts in familiar contexts Engage personally with texts ● view visual, multimodal or digital texts for personal and educational purposes Respond to and compose texts ● view and respond to graphs, charts and maps in familiar contexts **ENLS6-4** uses strategies to comprehend a range of texts composed for different purposes and contexts Respond to and compose texts ● comprehend and respond to a variety of texts in a range of formats to obtain information ● identify main ideas and supporting evidence in texts **ENLS6-8** uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes Respond to and compose texts ● compose persuasive texts using appropriate language features and textual form, for example print or online advertisement **ENLS6-11** explores texts that express a range of ideas, values, points of view and attitudes Engage personally with texts ● recognise that texts can explore issues relating to our world ● recognise that there may be more than one point of view on a particular topic, theme or event Understand the connections between language, context and meaning ● compose texts to express their point of view using appropriate language forms and features, for example using evidence to support a point, participating in a debate
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) **ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts Understand the connections between language, context and meaning ● interpret graphs, tables and charts used in texts Respond to and compose texts ● compose texts with an awareness of varying language to meet the requirements of audience, purpose and context **ES11-7** represents own ideas in critical, interpretive and imaginative texts Respond to and compose texts ● use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts **(ACEEE025)** **ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade Engage personally with texts ● appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience Respond to and compose texts ● compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

Super - Activity 3: What do I need to do about super?	
English Life Skills	**ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Respond to and compose texts ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes Students: Engage personally with texts ● compose texts independently or with a group Understand the connections between language, context and meaning ● use language features and textual form suitable to purpose, audience and context when composing texts
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) ● compose a range of texts in a variety of modes and media using the appropriate language and structures **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms Respond to and compose texts ● use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts **(ACEEE011)** ● select text structures, language features and visual techniques to represent ideas and information **(ACEEE026)**

Super - Activity 5: Super, the ATO and you	
English Life Skills	**ENLS6-2** reads, views and responds to texts in familiar contexts Engage personally with texts ● create visual, multimodal or digital texts, including statistical representations, to communicate ideas **ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts Respond to and compose texts ● compose texts for community and workplace purposes, for example contribute to a travel blog, develop a job application, compose an email to a colleague **ENLS6-4** uses strategies to comprehend a range of texts composed for different purposes and contexts Understand the connections between language, context and meaning ● use digital literacy skills to locate and comprehend information in digital texts Respond to and compose texts ● comprehend and respond to a variety of texts in a range of formats to obtain information ● identify main ideas and supporting evidence in texts **ENLS6-5** accesses information to communicate for different purposes and in different contexts Engage personally with texts ● recognise that information can be gathered from a number of sources ● recognise suitable sources of information in different contexts Understand the connections between language, context and meaning ● use a digital library catalogue to find resources ● distinguish between fact and opinion in texts Respond to and compose texts ● use technology to access information, for example online search engines, ebook library ● access a range of texts to locate information ● categorise ideas and information when researching a topic

(continued from previous page) Super - Activity 5: Super, the ATO and you	
English Studies Year 11	**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes Respond to and compose texts ● summarise ideas and information presented in texts (to and compose texts **ACEEE017**) **ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts Respond to and compose texts ● compose texts with an awareness of varying language to meet the requirements of audience, purpose and context **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways Engage personally with texts ● locate and select information from a range of sources **(ACEEE022)** ● reflect on the relevance and usefulness of each source **(ACEEE023)** Understand the connections between language, context and meaning ● select text structures, language and visual features to communicate and represent ideas and information **(ACEEE026)** ● distinguish between facts and opinions presented in texts Respond to and compose texts ● use different strategies for finding information, for example taking notes to summarise and/or paraphrase information **(ACEEE024)**