<table>
<thead>
<tr>
<th>Audet and Jordan (2008) Common Inquiry Stages</th>
<th>Evidence from HTAA Year 4 Unit</th>
<th>K-12 level of inquiry continuum (Lupton, 2016).</th>
<th>Applied to HTAA Year 4 Unit. Examples indicate unit sits between structured and guided inquiry, with little evidence of open inquiry.</th>
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| **Ask an answerable question or identify a searchable problem**  
*Example in unit: No* | It is not clear how the overarching questions are presented to students. It could be argued that this process is implemented within unique lessons, however there seems to be no reference to defining a task or identifying a problem to explore across the unit. Rather, the unit comprises are series of lessons focused on building knowledge and developing skills related to examination of historical sources. | **Question formation**  
*Confirmation/Structured:* Yes  
*Guided:* Yes  
*Open:* No | Teacher poses unit concept and lesson topics – provided in planning. Teacher poses most questions in lesson plans. e.g. Lessons plans use the terms “Ask...” or “Ask students ...” with questions following. Questions are found within planning and assigned to students to answer. Students asked to pose own questions in response to sources and topics posed by teacher e.g. Lesson 1: What questions do you have about each event? |
| **Develop a plan and take some form of action**  
*Example in unit: No* | No reference is made to developing a plan, linking lessons with previous work, or working through an inquiry process across the unit as a whole. | - | |
| **Gather resources; analyse and summarize information**  
*Example in unit: Partial* | Much of the unit focuses on analysing, rather than gathering, sources. The teacher provides all sources for students to investigate. | **Evidence**  
*Confirmation/Structured:* Yes  
*Guided:* Yes  
*Open:* No | In many lessons the teacher provides sources and information. Steps for exploring sources are teacher led e.g. Worksheets with set questions, specific pre planned questions to answer. In some lessons students collect information from sources provided teacher e.g. Lesson 4 using ‘Ships of the First Fleet’ (PDF) students explore information about the ships. Lesson 6: students use a database to answer questions about First Fleet convicts. |
| **Draw conclusions and report findings**  
*Example in unit: Yes* | There is a strong focus on drawing conclusions in relation to the sources provided; particularly through discussion activities and questioning frameworks offered in the support documents. Reporting findings is addressed by a list of recommended assessment tasks, for example the use of a learning journal. | **Findings / argument**  
*Confirmation/Structured:* No  
*Guided:* Yes  
*Open:* No | Teachers guide discussions related to findings e.g. Lesson 5, Lesson 7 and Lesson 8. Explicit resources are provided to guide these discussions. This statement was found in a support document “Teachers can provide varying degrees of guidance”. |
| **Reflect on the process**  
*Example in unit: No* | Reflection on the inquiry process itself is also absent from unit planning. Although reflection on topics is indicated, specific reflection on the learning process, such as thinking skills and mindset, is only addressed in Lesson 3 when using De Bono’s Thinking Hats approach. The learning journal is suggested as a tool for personal reflection, however there is no detail as to what personal reflection might involve. | **Communication**  
*Confirmation/Structured:* Possible  
*Guided:* Possible  
*Open:* Possible | Options for communicating findings are provided in the unit planning overview. Whether teachers opt to set one task for all or allow choice in topic or presentation would determine whether this element of inquiry was structured, guided or open. |