

01

Changes of state

Student workbook page 2 | Science | Strategy 017

LEARNING PURPOSE

Match each change of state with its description.

ANSWER KEY

Melting - Solid becomes liquid

Freezing - Liquid becomes solid

Evaporation - Particles escape from the surface of a liquid into the gas state

Condensation - Gas becomes liquid

EXPLAIN THE REASONING

Ice melts when energy is transferred to it. Water vapour condenses when energy is transferred from it.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Name both starting and finishing states.
- Distinguish evaporation from boiling.
- Explain where energy is transferred.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

02

Read a historical source

Student workbook page 3 | Humanities | Strategy 001

LEARNING PURPOSE

Match each source-reading term to its meaning.

ANSWER KEY

Origin - Who created the source, when and where

Purpose - What the creator wanted the source to achieve

Evidence - A specific detail used to support a claim

Limitation - What the source cannot reliably establish

EXPLAIN THE REASONING

A recruitment poster can show how its creator encouraged enlistment. It cannot establish what every viewer believed.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Identify the creator and date where known.
- Support a claim with a specific detail.
- Explain a limit on what the source can tell us.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

03

Name the language choice

Student workbook page 4 | English | Strategy 001

LEARNING PURPOSE

Match each language choice to its description.

ANSWER KEY

Simile - Comparison using like or as

Metaphor - Describing one thing as another

Personification - Giving a non-human thing human qualities

Repetition - Repeating a word or phrase for an effect

EXPLAIN THE REASONING

In “the wind whispered”, whispered personifies the wind. The verb may create a quiet, secretive atmosphere.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Name the language choice accurately.
- Point to the specific words.
- Explain an effect in this context.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

04

Describe the relationship

Student workbook page 5 | Maths | Strategy 008

LEARNING PURPOSE

Match each graph term to its meaning.

ANSWER KEY

Gradient - Change in y divided by change in x

Intercept - Where a graph crosses an axis

Variable - A quantity that can take different values

Proportional relationship - A relationship of the form $y = kx$ for a constant k

EXPLAIN THE REASONING

For $y = 2x$, y is directly proportional to x. The line passes through the origin and has gradient 2.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Identify the relevant axes.
- Distinguish a proportional relationship from any straight line.
- Use units when the quantities have units.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

05

Build a scientific explanation

Student workbook page 6 | Science | Strategy 012

LEARNING PURPOSE

Put this explanation of a warming metal rod into a sensible order.

ANSWER KEY

1. The rod's temperature increases.
2. Its particles vibrate more strongly.
3. Their average separation increases.
4. The rod expands.

EXPLAIN THE REASONING

Heating transfers energy to the rod. Its particles vibrate more strongly and their average separation increases, so the rod expands.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Keep the causal chain accurate.
- Do not say the particles themselves grow.
- Link the particle explanation to the observable change.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

06

Construct a source judgement

Student workbook page 7 | Humanities | Strategy 025

LEARNING PURPOSE

Order this paragraph so that the claim, evidence and limitation connect.

ANSWER KEY

1. The poster encourages people to enlist.
2. It addresses young men directly and uses a patriotic slogan.
3. These choices suggest its purpose is to persuade.
4. However, it does not show how the audience actually responded.

EXPLAIN THE REASONING

The poster's wording supports a judgement about persuasive purpose, while the limitation keeps the claim proportionate to the evidence.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- State a claim.
- Use a detail as evidence.
- Explain the connection.
- Qualify the conclusion.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

07

Explain a language effect

Student workbook page 8 | English | Strategy 025

LEARNING PURPOSE

Put the interpretation into a clear order.

ANSWER KEY

1. The description creates a sense of isolation.
2. The narrator repeats the word “alone”.
3. This repetition keeps returning attention to the absence of company.
4. The reader may therefore see the loneliness as persistent.

EXPLAIN THE REASONING

The repeated word supports an interpretation; the explanation shows how the choice can shape the reader’s response.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Start with an interpretation.
- Name evidence from the text.
- Explain how the evidence works.
- Avoid claiming every reader responds identically.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

08

Explain a fraction comparison

Student workbook page 9 | Maths | Strategy 002

LEARNING PURPOSE

Order the reasoning for comparing $\frac{3}{4}$ with $\frac{2}{3}$.

ANSWER KEY

1. Choose a common denominator of 12.
2. Rewrite $\frac{3}{4}$ as $\frac{9}{12}$ and $\frac{2}{3}$ as $\frac{8}{12}$.
3. Compare the numerators because the denominators are now equal.
4. Conclude that $\frac{3}{4}$ is greater than $\frac{2}{3}$.

EXPLAIN THE REASONING

Equal denominators mean equally sized parts. Nine of those parts is more than eight, so $\frac{3}{4}$ is greater.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Keep the fractions equivalent.
- Explain why comparing the numerators is valid.
- State the comparison clearly.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

09

Choose precise force language

Student workbook page 10 | Science | Strategy 023

LEARNING PURPOSE

Choose the word that makes each scientific statement accurate.

ANSWER KEY

The [resultant] force is the overall force after combining all the forces.

An object [accelerates] when its velocity changes.

Equal opposite forces are [balanced].

Force is measured in [newtons].

EXPLAIN THE REASONING

Balanced forces give zero resultant force. An object may be stationary or move at constant velocity.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Use resultant rather than “biggest”.
- Remember that acceleration includes changes of direction.
- Do not assume balanced forces mean an object is stationary.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

10

Qualify a source claim

Student workbook page 11 | Humanities | Strategy 006

LEARNING PURPOSE

Choose a useful word for each source-analysis sentence.

ANSWER KEY

A [specific] detail supports a judgement about the source.

The writer's [perspective] may influence what is included.

A claim needs to be supported by [evidence].

A [limitation] identifies what the source cannot establish.

EXPLAIN THE REASONING

The writer's perspective can influence the account, but that does not make every detail false.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Make a proportionate claim.
- Distinguish perspective from proof of inaccuracy.
- Name an actual limitation.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

11

Move from noticing to interpreting

Student workbook page 12 | English | Strategy 008

LEARNING PURPOSE

Choose the word form that fits each sentence.

ANSWER KEY

The writer [describes] the abandoned room.

The [description] includes broken windows and dust.

The [descriptive] details create an uneasy atmosphere.

The word choices may [suggest] neglect.

EXPLAIN THE REASONING

The description of broken windows may suggest neglect. The interpretation connects the details to a possible meaning.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Use the appropriate grammatical form.
- Connect a detail to an interpretation.
- Keep “may” when the meaning is open to interpretation.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

12

Explain a linear rule

Student workbook page 13 | Maths | Strategy 023

LEARNING PURPOSE

Complete each statement about $y = 3x + 2$.

ANSWER KEY

The [gradient] of the line is 3.

The y-[intercept] is 2.

The rate of change is [constant].

The relationship is [linear], but not directly proportional.

EXPLAIN THE REASONING

The line has a constant gradient of 3, but it does not pass through the origin, so y is not directly proportional to x .

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Separate linear from directly proportional.
- Interpret the gradient and intercept.
- Use the equation as evidence.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

13

Can the arrows tell us?

Student workbook page 14 | Science | Strategy 002

LEARNING PURPOSE

A box has a 10 N upward force and a 10 N downward force. A student says: “It must be stationary.” Discuss whether the diagram supports this claim.

POSSIBLE RESPONSE

The forces are balanced, so the resultant force is zero. The box could be stationary or moving at constant velocity; the diagram alone does not tell us which.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- State that the resultant force is zero.
- Distinguish acceleration from motion.
- Limit the claim to what the evidence shows.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

14

Does a poster show public opinion?

Student workbook page 15 | Humanities | Strategy 007

LEARNING PURPOSE

A patriotic recruitment poster is labelled “proof that everyone supported the war”. Discuss whether this conclusion is justified.

POSSIBLE RESPONSE

The poster shows an attempt to encourage support and enlistment. It cannot demonstrate that everyone supported the war.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Distinguish intention from effect.
- Use one visible detail.
- State what extra evidence would help.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

15

Must silence mean fear?

Student workbook page 16 | English | Strategy 007

LEARNING PURPOSE

In a scene, a character pauses and does not answer. One reader says this proves fear. Discuss other plausible interpretations and the evidence needed.

POSSIBLE RESPONSE

The silence may suggest fear, but it could also indicate anger or uncertainty. Nearby dialogue, gestures and context would help distinguish these readings.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Separate observation from inference.
- Offer an alternative interpretation.
- Use context to test the readings.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

16

Is every straight line proportional?

Student workbook page 17 | Maths | Strategy 003

LEARNING PURPOSE

A learner says: “The graph is a straight line, so y is directly proportional to x .” Discuss using $y = 2x$ and $y = 2x + 3$.

POSSIBLE RESPONSE

Both graphs are straight lines with gradient 2, but only $y = 2x$ passes through the origin and has the form $y = kx$.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Distinguish linear from directly proportional.
- Use a counterexample.
- Explain the role of the origin.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

17

Explain balanced forces

Student workbook page 18 | Science | Strategy 005

LEARNING PURPOSE

Write an explanation for a box with equal 10 N upward and downward forces. Explain what can and cannot be concluded about its motion.

POSSIBLE RESPONSE

The forces are equal and opposite, so the resultant force is zero. Its velocity does not change. It may be stationary or moving at constant velocity; the diagram alone cannot establish which.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Name the zero resultant.
- Explain the implication for acceleration.
- Avoid assuming zero velocity.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

18

Write an evidence-based caption

Student workbook page 19 | Humanities | Strategy 011

LEARNING PURPOSE

A recruitment poster directly addresses young men and uses a patriotic slogan. Write a caption explaining its likely purpose and a limitation.

POSSIBLE RESPONSE

The poster appears to encourage enlistment because it directly addresses young men and uses a patriotic appeal. However, it cannot establish how many people agreed with its message.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Explain persuasive purpose.
- Include a specific detail.
- Limit the claim about the audience.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

19

Explain the repeated word

Student workbook page 20 | English | Strategy 005

LEARNING PURPOSE

A narrator repeats “alone” several times in a passage. Write a short interpretation that connects the choice to a possible effect.

POSSIBLE RESPONSE

The repetition of “alone” emphasises the narrator’s isolation. By returning to the absence of company, the writer may make the loneliness feel persistent.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Name the language choice.
- Explain how repetition supports the interpretation.
- Use appropriately qualified language.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.

20

Explain a rate from a graph

Student workbook page 21 | Maths | Strategy 012

LEARNING PURPOSE

Distance increases from 2 m at 0 s to 8 m at 3 s. Explain the average speed over that interval and show your reasoning.

POSSIBLE RESPONSE

The distance increases by 6 m over 3 s. Average speed is change in distance divided by time, so it is $6 / 3 = 2$ m/s.

TEACH THE MOVE

Model one choice aloud. Let learners rehearse a new case with a partner. Collect an individual response so you can see whether the reasoning transfers.

ADJUST LANGUAGE SUPPORT

Start with a visual, a small word bank or a short frame when needed. Invite a brief accurate response first. Extend to linked explanations and qualified claims. Fade the prompt when the learner can still communicate the meaning.

WHAT TO LOOK FOR

- Use the change, not the final distance alone.
- Show the time interval.
- Include the unit m/s.

ONE NEXT STEP

Change a detail, example or representation and ask for a fresh explanation. Keep the same reasoning demand. For open tasks, accept other defensible responses that meet the criteria.