



RELIGION AND LIFE

Foundation course

Year 11 sample sequence of learning and investigation task

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2024.

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Learning sequence

This sample learning sequence provides an example of how a teacher can approach the learning of the following syllabus content:

- how people express a religious way of life
- use suitable formats to communicate ideas or understandings for a set purpose and audience
- recognise and use subject-specific terminology
- observe appropriate ethical protocols when conducting research
- develop a range of questions to support an inquiry
- select and use relevant information and/or data from source material
- select and use a suitable method for recording information and/or data
- reflect on learning and identify new understandings.

In addition to the above, this package illustrates opportunities for incorporating a range of skills essential for learning and developing literacy. These include:

Literacy skills:

- L1 – acquiring words leading to an appropriately expanding vocabulary
- L2 – developing pronunciation and spelling of keywords
- L3 – using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L5 – using a range of language features, including the use of tone, symbols, simple description, and factual, as opposed to emotive language
- L7 – achieving cohesion of ideas at sentence, paragraph and text level
- L8 – editing work for accuracy, coherence, clarity, and appropriateness
- L9 – using a range of speaking and listening skills
- L11 – developing visual literacy skills, including creating images, designing graphs, reading tables, and interpreting diagrams and symbols.

Interpersonal skills:

- completing tasks within a given time
- develop organisational skills, and identifying the resources needed to complete tasks
- being able to work independently and within group settings, drawing on the skills and contributions of members to complete tasks
- persist with tasks when faced with challenges and adapting their approach where first attempts are not successful
- participating in positive, safe and respectful relationships.

This sample learning sequence offers suggestions and is not prescriptive. Teachers should carefully consider how to adapt and/or modify what has been provided based on the learning needs of their students.

This package includes several elements.

1. A series of learning intention(s) with associated success criteria. It is suggested these are displayed and explained to students prior to the commencement of the lesson. Teachers are free to modify these, but need to also keep in mind that learning intentions provide pedagogical guidance and are not a substitute for syllabus content.
2. Each learning intention is followed by a suggested sequence of learning designed to address those intentions.
3. Where appropriate, links to additional resources are also included.
4. Examples of where both formative and summative assessment may be incorporated in a sequence of learning, along with details about these tasks.

Learning intention	Success criteria
Identify different ways a religious way of life can be expressed.	Use visual literacy skills to identify and organise key vocabulary using a Y Chart. Collaboratively summarise key ideas identified from a range of visual texts.

Preparation

Teacher

- Locate suitable resources for a classroom display that provides a range of visual images, from a variety of religions, depicting, for example religious buildings, people in religious clothing, important religious places or landforms, the actions and activities of religious people, how people celebrate their faith, and important ritual actions, gatherings, events and objects.
- Prepare a digital Y-Chart template for student use, e.g. a Microsoft Live Word document or Padlet (**Appendix A**).
- Prepare a Kahoot! with a variety of sounds from different religions, such as chanting and recitation of religious prayers and texts, church bells, a Muslim call to prayer and religious songs/tunes.
- Locate and collate for student access a range of suitable websites/video resources that illustrate a variety of religious expressions, such as undertaking charity work, forms of prayer, meditation, offerings, religious institutions (e.g. schools and health centres), an Aboriginal smoking ceremony, and other important religious celebrations.
- Where required, ensure all students have access to and can use a digital device with all applications downloaded and active on the device.

Visual expressions of a religious way of life

Teacher with students

- Introduce the classroom display and outline the gallery walk activity (<http://www.theteachertoolkit.com/index.php/tool/gallery-walk#:~:text=This%20discussion%20technique%20allows%20students,problem%2Dsolving%20situations%20or%20texts>)
- Instruct students to:
 - find a partner to work with while undertaking the gallery walk of the classroom display
 - use the Y-Chart template (**Appendix A**) to record thoughts about what is observed during the gallery walk.
- At the completion of the gallery walk, students recall the names of familiar religions and then match the images from the gallery walk with the correct religion.

The sights and sounds of a religious way of life

Teacher with students

- Outline and provide student access to the prepared Kahoot! activity.
- Students join and complete the Kahoot! activity.
- Lead a class review of the Kahoot! activity with students asked to match the sounds they heard with the correct religion and, where relevant, name the associated religious practice.

Students

- View several selected video clips of various activities illustrating religious behaviour and actions.
- With a partner and using a shared digital document (**Appendix B**), create a list of the religious behaviours and actions observed.

Summary of findings

Teacher with students

- Combine each pair into a new small group of four.
- Each pair within a small group shares what they recorded from the gallery walk, Kahoot! and video clips.
- As a small group, using a placemat or Venn diagram, members:
 - identify, compare and discuss similar characteristics they observed and recorded
 - create a list of summary points to share with the class (**Appendix C**).
- Small groups are invited to share their list of points with the class.

Expressions of a religious way of life

Teacher with students

- State, the class has been looking at different examples of how people express a religious way of life.
- Invite students to recall some of the different ways people express a religious way of life.
- With help from the teacher, the class identifies suitable categories for grouping some of the different ways people express a religious way of life, e.g. behaviours, rituals, events, clothing, sacred space etc.

Formative assessment

- Each student selects one category and drafts a written definition with examples for this category.
- Each student shares their draft with a partner and together edit each other's work.
- Students submit their written definition for review and feedback from the teacher.

Learning intention	Success criteria
Comprehend the requirements of the assessment task (Investigation).	Clarify task requirements. Choose a target religion to focus on for the task.

Preparation

- To support the learning needs of each student and help ensure their opportunities for success with the investigation task, consider how to best present, approach, and resource the investigation, and present their findings.
- Ensure all students have access to and use of a digital device with any required applications downloaded and active on the device.

Introduction to assessment task (Investigation)

Teacher

- Recall (from Unit 1) the purpose and key steps involved in an investigation.
- Introduce the assessment task and:
 - step students through the requirements of the investigation task
 - where required, recall, model or illustrate, with examples, key elements of the research process
 - recall relevant examples from the above activities ('visual expressions of a religious way of life' and 'the sights and sounds of a religious way of life') that relate to the task
 - provide examples, based on the marking key for the task, of what achievement looks like.

Reflecting on the requirements of the task

Teacher with students

- Encourage students to ask preliminary questions about the task, record, and display these for class members to see.
- Organise students into small groups.
- Each small group creates a list of what challenges they may encounter when working through the task.
- Teacher collects and then distributes each list to a different small group.
- Each small group is asked to come up with suggestions for how to avoid or address the challenges listed by another group.
- Teacher returns the list to the relevant small group and invites each to reflect upon the responses provided.
- With the class, teacher clarifies the details of the task or addresses any questions or concerns.

Selecting a religion (Step 1)

Teacher with students

- Recall with students the various religions already identified and then ask students to choose the religion they will focus on for the task (Step 1 of the task).
- Note and record the choices made by each student in the class.

Learning intention	Success criteria
Appreciate the purpose of the task.	Contribute to a class discussion about the purpose of a Frequently Asked Questions.

Recognising the purpose of frequently asked questions (FAQ)

Teacher with students

- Explore as a class where, when and why frequently asked questions (FAQ) are used, for example:
 - invite students to share examples of when they used an FAQ, what these can look like and some of the reasons why these may be used
 - invite students to provide or find examples of websites and businesses that use FAQs; or, using a display, show students examples of FAQs found on the internet.
 - consider with students, situations where a workplace might involve them in creating an FAQ for the organisation.

Learning intention	Success criteria
Identify key considerations to address when communicating information to a particular audience.	Choose a target audience for the assessment task. List four or more relevant points to consider when attempting to engage and communicate with this audience.

Identifying a target audience (Step 2)

Teacher with students

- Define what is meant by the term 'audience'.
- Explore suggestions for suitable audiences to focus on and record suggestions in a table (**Appendix D**).
- Brainstorm as a class (e.g. using Mentimeter <https://www.mentimeter.com>) what might need to be considered when communicating with an audience, for example location, age, use of social media, interests, the platform used to access information, attitudes people may have towards the information or provider of the information.
- Create a word cloud (e.g. using Mentimeter) and identify ideas the word cloud prioritises.

Students

- Working collaboratively with a partner or in a small group, identify what should be considered for each different type of audience and complete the table created above (**Appendix C**).
- Each student nominates the audience (Step 2 of the task) they will focus on in their investigation and then transfers all related information from the table into a record of their research, for example a research booklet.

Learning intention	Success criteria
Recognise what makes a strong investigative question.	Compose a range of inquiry questions and rank them in order of strength.

Preparation

- Prepare a provocation to introduce the concept of asking strong investigative questions, e.g. a demonstration of what happens when two substances (bicarbonate soda and vinegar) are combined.
- Access copies of Weiderhold's Question Matrix, or similar, to use as a learning scaffold, e.g. <https://edcr3332015gardnersmultipleintelligences.weebly.com/the-question-matrix.html>
- Prepare or access examples of how frequently asked questions resources are structured.

Creating strong inquiry questions

Teacher with students

- Using a provocation, tune the class into the focus of the learning and stimulate engagement, for example:
 - begin a class demonstration by holding up two substances, e.g. bicarbonate soda and vinegar
 - invite students to ask some simple questions about these substances, e.g. *what, where, when, who* questions
 - students record responses
 - teacher names each substance
 - invite students to ask some *how* and *why* questions about these substances
 - students record responses
 - invite students to ask some *would* and *should* questions about the substances
 - students record responses
 - revisit the list of questions recorded and invite students to suggest answers
 - the teacher then combines the substances and with students observes what happens
 - compare what happens with the answer generated beforehand
 - discuss with students their thinking when answering the various questions and how they responded to and engaged with the demonstration.
- Conclude the demonstration by recalling for students that an author seeks to engage their audience when communicating the results of their inquiry and one way to do that is to ask and answer important and interesting questions.

Weiderhold's Question Matrix

Teacher with students

- Recall the previous activity (class demonstration) and discuss with the class what makes a strong research question.

Teacher

- Introduce and provide students with access to a copy of Weiderhold's Question Matrix.
- Identify for students how the questions posed in the class demonstration illustrate the matrix.

Learning intention	Success criteria
Compose suitable frequently asked questions	Draft and refine a range of relevant and suitable frequently asked questions.

Frequently asked questions (FAQ) (Step 3)

Teacher

- Recall the purpose of a frequently asked questions (FAQ) resource.
- Display a range of examples that illustrate how FAQ resources can be structured in a variety of modes yet the basic purpose remains the same.
- Recall the Weiderhold's Question Matrix, or other question matrices, and illustrate how this could be used to phrase FAQs.
- Remind students that the questions formulated for their FAQ are in effect the questions that will guide their research.

Formative assessment

Teacher with students

- Recall with students the characteristics of how a 'religious way of life' can be expressed, and their chosen audience for the assessment task.
- With reference to Weiderhold's Question Matrix, students draft questions for their FAQ.
- Students consider and discuss the type of format and structure they might use for the assessment task.
- Students review and then refine the questions they have developed to ensure these are of interest and would engage their chosen audience.
- Students rank their questions in terms of:
 - audience engagement
 - relevance to the task
 - strength of question.
- Students explain their ranking to a partner.
- Teacher reviews and provides feedback to each student on their list of questions and ranking.

Learning intention	Success criteria
Composing effective search engine questions.	Draft and refine suitable search engine queries.

Preparation

- Prepare a Kahoot!, a multiple-choice or a match and drag digital activity on important places for various religions.

Composing effective and relevant search engine questions

Teacher

- Remind or identify for students that an FAQ has two important features, with questions, and answers for each question.
- Remind students the assessment task requires them to create useful questions and good answers.
- Use a Kahoot! to introduce writing effective search engine questions.
<https://create.kahoot.it/details/77871bff-9d3e-4e8c-8fda-4dec963addf5>
- Illustrate, with examples, the difference between asking effective and ineffective search engine questions.

Students

- Watch a video on how to write effective search engine questions:
<https://torontopubliclibrary.typepad.com/teens/2020/05/online-research-skills-for-high-school-students-tips-and-strategies.html>

Teacher with students

- Using pointers from the video, the teacher models and discusses with the class how to refine poor searches.

Learning intention	Success criteria
Recognise actions and behaviours expressed at religious spaces.	Create a list of actions and behaviours found at religious spaces.

The expression of a religious way of life at sacred places

Teacher with students

- As a class, create an effective search engine question to explore the concept of sacred spaces in religion.
- Using this information students define sacred spaces and add this to their bank of keywords.
- Students brainstorm names and places of sacred spaces they are aware of, then students name the religion to which each relates.
- Explain to students that a religious way of life can be expressed in different ways by people who spend time at a space or place considered sacred by a religion.
- Brainstorm and list with students examples of the types of actions and behaviours that might be found at these sites.
- Invite students to reflect on and share how knowing more about sacred spaces might be important for the assessment task and their chosen audience.

Learning intention	Success criteria
Recognise respectful ways to engage with and visit religious spaces.	Compose an FAQ about how people should behave when visiting religious spaces.

The ethics of visiting and researching religious places

Teacher with students

- Brainstorm with students' initial responses to the following:
 - what might be important for someone to consider when visiting a religious space?
 - why might such consideration be important for a person conducting ethical research?
- Provide students with a copy of Ethical Research – Guidelines for Students
<https://www.sace.sa.edu.au/documents/652891/722147/Ethical+Research+-+Guidelines+for+Students.doc>
- Using a suitable reading strategy, as a class, read the document.
- Prompt students, where appropriate in the text, to comment on and/or provide examples about how these guidelines relate to visiting and researching religious spaces.

Identifying and recording relevant information (Step 4)

Teacher with students

- As a class create an effective search engine question to find out what different religions expect from those who visit their sacred spaces.
- In pairs, students research this question and gather relevant information to share with the class.
- Each pair shares the information found in response to the question framed by the class.
- As a class discuss some or all of the following:
 - what did they think about the information they found?
 - what was surprising, difficult, confusing?
 - what new questions do they have?
 - did they need to adjust or change the search question?

Formative assessment

Students

- Following the above class discussion, each student pair completes an exit slip:
 - what are three things a visitor to any religious space should do
 - list two reasons why these are important
 - write an FAQ about how people should behave when visiting religious spaces

Learning intention	Success criteria
Plan a field trip to a religious space.	Complete a field trip to a religious space.

Preparation

- Organise an excursion to one or more sites where sacred spaces are located; arrange and plan with relevant bodies a visit to these sites.
- If unable to travel, have a prepared list of websites available for student use that document a range of sacred spaces and name objects, protocols, practices, rituals etc that occur there.
- Provide students with access to devices loaded with relevant applications.

Religious sites

Teacher with students

- Guided by the teacher and using Google Earth, Google Maps or other map formats, students locate sacred spaces in the local area, such as churches, temples, synagogues, gathering halls, mosques, grottos and Indigenous sacred sites.
- Students record the name, type of place and location of each.

Teacher

- Introduce, outline and clarify for students the details of the planned visit(s) to one or more selected sacred spaces in the local area.

Teacher with students

- Ask students if they have ever organised an event or arranged some sort of trip involving travel for themselves or others.
- Using prompts and/or examples provided by the teacher or students, explore the practical aspects of organising events and travel.
- Invite students to plan some aspects of the field trip, for example, have students identify:
 - where the sacred space(s) is located
 - possible ways to access the site(s)
 - the best route to the site(s)
 - calculate the distances between the school and the site(s)
 - estimate the time required for the journey.
- Students submit their work to the teacher for review and feedback.

Framing an inquiry question for the field trip

Teacher with students

- Recall with students key components of the task, that is, the audience they have chosen to focus on and how a religious way of life can be expressed.
- With a focus on how a religious way of life can be expressed in a sacred place, in pairs, students draft a strong inquiry question that can be used to guide the planned visit(s).
- Each pair presents their question to the class.
- The class reviews the questions framed by each pair, and guided by the teacher, develops an inquiry question for the class or makes suggestions to refine the questions developed.

Methods of recording information

Teacher with students

- Teacher explores and outlines some ways to capture useful information during a field trip, for example, taking a photograph, recording sound or video, taking notes (note, for each method, teacher considers and discusses with students the ethical dimension of that approach, for example, asking permission, being respectful etc.).
- Recall and then consider the type of information students might expect to find or should look for during the visit(s), for example:
 - what type of information will be useful for the FAQ they are creating?
 - what would be of interest to their selected audience?

Review of site visit(s)

Teacher with students

- Review and reflect upon the experience of visiting a sacred space(s), for example:
 - what did they see and hear?
 - what was surprising?
 - what was interesting?
 - what was new to them and what was familiar?
- With a partner, revisit their strong inquiry question and then explain how they would now answer that question with examples from the site visit(s).

Learning intention	Success criteria
Select and use relevant information from source material.	Identify relevant information from selected source material.

Preparation

- Prepare a range of suitable and relevant sources for students to use in the classroom.

Locating relevant information (Step 4)

Teacher with students

- Invite students to share examples of strong questions they have prepared, e.g. each writes their example on a Post-it note and places the note on a board.
- From these examples, identify the keywords used in each question and then model how to use these to frame a search engine query.
- Students practise framing their own search engine query.
- Students share with the class examples of what responses their query produces.
- Discuss as a class the quality of information found, problems encountered, and suggestions for refining and improving search queries; teacher records and summarises the discussion on a class board.

Comprehending information

Teacher

- Introduce a comprehension strategy, for example, QAR (Question–Answer Relationship) <https://www.readingrockets.org/classroom/classroom-strategies/question-answer-relationship-qar>.
- Using a prepared source(s), model the use of QAR.

Students

- With another source and in pairs, students practise using the above strategy.

Teacher with students

- Review student work through a guided class discussion prompted by questions, such as:
 - how did you sort relevant information from irrelevant information?
 - was your answer all in the one place or did you look elsewhere?
 - what questions were you asking yourself as you were using the source and deciding what was relevant?
 - what was the main idea of this text and where was this stated?
- If required, as a class, review the source again and look for information that helps address the type of questions discussed above.

Learning intention	Success criteria
Apply a standard convention for acknowledging the work of others.	Record key referencing information from the sources of information.

Acknowledging the work of others (Step 5)

Teacher

- Using an example, recall and model for students how to acknowledge and cite information collected, e.g. a website.

Students

- In pairs and using a source, students practise locating and recording relevant referencing information (**Appendix E**).
- Locate additional, relevant sources of information and repeat.
- Students review, identify and record key referencing information from the sources of information they have been working with.

Learning intention	Success criteria
Select a suitable method for communicating findings.	Decide on a format for task presentation.

Communicating findings (Steps 6 and 7)

Teacher with students

- Students recall their nominated audience.
- In small groups students brainstorm different ways to communicate information in an FAQ, e.g. a photo montage, audio file(s) accompanied with a picture(s), providing a QR code access to more information, creating an animated clip(s) or interactive flowchart(s).
- In pairs, students select one method that would be suitable for a particular audience and complete a fishbone graphic organiser to identify how the method might appeal to their audience and its limitations.
- Each pair shares and explains their work to the class.
- Students then choose one or more methods to use to communicate their findings for the assessment task.

Presentation of findings

Teacher with students

- Teacher leads the discussion on how to effectively share results of an investigation.
- Introduce and explore with students one or more tools for presenting their FAQ, for example:
 - free online FAQ Page creator site such as <https://faqabout.me/>
 - Word document that includes hyperlinks to trustworthy sources for more information
 - vox pop, poster, iMovie, interview, labelled diagram, PowerPoint, image montage, or another suitable application of your choice, an oral or video recording.
- Each student decides on which tool they will use to present their FAQ and begins constructing a draft of their FAQ.

Learning intention	Success criteria
Recognise ways to improve the clarity and precision of text.	Engage with and trial a technique for improving the clarity and precision of text.

Communicating with clarity and precision (Step 8)

Teacher with students

- Students access and use a dictionary to look up the meaning of each of the following words:
 - succinct
 - clarity
 - precision
 - accurate
- As a class consider why each of these terms is important for FAQs.
- Watch the video, 'The recipe for great communication' (<https://www.youtube.com/watch?v=qFWsTsvJ8Xw>) and discuss how to go about answering a question succinctly, but powerfully, for their chosen audience.
- Discuss other elements of communicating with clarity and precision such as access to a broad vocabulary and rehearsing what you want to say prior to saying it.
- Recall or demonstrate how to use an online thesaurus.
https://www.powerthesaurus.org/?gclid=EAlaIqobChMIgu-XubzMgAMV4BJ7Bx01mgY5EAAAYASAAEgIk2vD_BwE
- If further work is required on building vocabulary, refer to suitable resources such as:
 - 21 Ideas for Teaching Vocabulary – https://www.giftedguru.com/21_ideas_for_teaching_vocabulary/
 - 36 Meaningful Vocabulary Activities for Every Grade – <https://www.weareteachers.com/vocabulary-activities/>

Learning intention	Success criteria
To proof and edit work for correct grammar, sentence structure and intended meaning.	Proofread and edit their FAQ based on feedback.

Preparation

- Prepare a suitable proofreading checklist (**Appendix F**).

Proofreading and editing (Step 8)

Teacher with students

- Recall with students how to move from a draft to a final version when creating a text, for example, how to proofread their work (check for errors so that others can understand, correct grammar, sentence structure and intended meaning) and edit their work (make changes and develop to make the text clearer and more effective for the audience).
- Teacher revisits proofreading techniques with students.
- Using the checklist students proofread their FAQ.
- Students edit their work using a suitable strategy, for example:
 - use the Microsoft Word read aloud function
 - use a thesaurus to find alternative words
 - colour code text changes
 - peer edit.
- With another person or in a small group, students share their edited work and invite comment and additional suggestions.
- Students re-edit their FAQ based on feedback.

Learning intention	Success criteria
Reflect on the effectiveness of the FAQ resource and note areas for improvement.	Write reflective responses to three reflective questions.

Reflective practice (Step 9)

Teacher with students

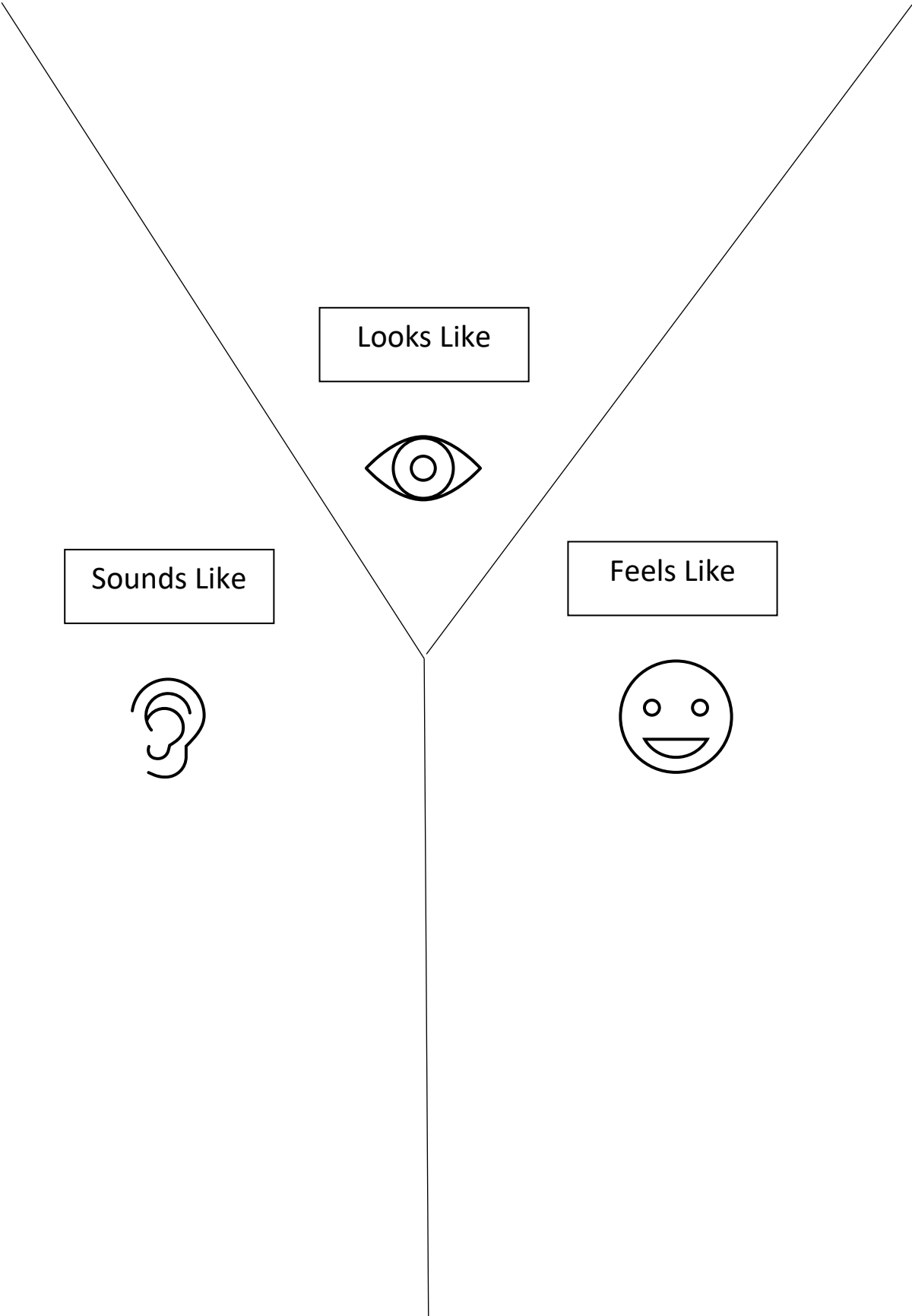
- Introduce or recall work done on reflective practice and if required, revisit reflective practice techniques, for example:
 - Tools for reflection – <https://libguides.tees.ac.uk/selfreflection/tools>
 - Reflection Toolkit – <https://www.ed.ac.uk/reflection/reflectors-toolkit/all-tools>
 - 15 Digital tools for student reflection on learning – <https://medium.com/@teachrsolutions/15-digital-tools-for-student-reflection-on-learning-65ef12141fb8>
 - Digital reflection tools your students can use in class – <https://blog.neolms.com/digital-reflection-tools-your-students-can-use-in-class/>
- Teacher leads a reflective session on how their FAQs could be improved.

Reflection on learning

Students

- Reflect on how they went with each key step of the task and provide comment on at least three of the following suggested areas (or another appropriate question):
 - could I have asked better questions that would have allowed me to share more information?
 - did I change my questions, why and when did I do that?
 - if I was the reader, what would I still like to know?
 - was this resource clear to understand and how interesting is what I produced for my audience?
 - what might be unclear or confusing?
 - how did the information I gathered relate to the focus of the research?
 - why was the way I chose to record my information most helpful?
 - was there a more effective way I could have communicated this information to this audience and if so, why would this have been better?
 - were specific religious terms explained in a way that could be understood?
 - what difference did proofreading and editing make to the quality of my work?
 - another appropriate question you and your teacher decide upon.

Appendix A



Appendix B

Example of religious behaviour or action	Possible meaning

Appendix C

Title: _____

Dot points:

-
-
-
-
-
-
-

How can a religious way of life be expressed?

Appendix D

Audience → Consideration ↓	Teenagers				
Where they access information	Social media TikTok YouTube				

Appendix E

Citing websites

Include information in the following order:

- author (the person or organisation responsible for the site)
- year (date created or revised)
- site name (in italics)
- name of sponsor of site (if available)
- accessed day month year (the date you viewed the site)
- URL or Internet address (between pointed brackets). If possible, ensure that the URL is included without a line break.

Example: Department of Social Services 2020, *Department of social services website*, Australian government, accessed 20 February 2020, <<https://www.dss.gov.au/>>.

Author	
Year	
<i>Site name</i>	
Name of sponsor of site	
Date viewed	
URL address	

Author	
Year	
<i>Site name</i>	
Name of sponsor of site	
Date viewed	
URL address	

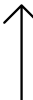
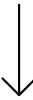



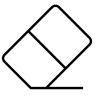
Appendix F

Name: _____

How many mistakes
can you find?



Proofreading

	Upper case	<p>Tom and Alex Play Socer</p> <p>On saturday tom met Alex in park to practice for there soccar game the next. Tom tried to get a past alex bute was two good Next they went to toms place for lunch.</p>
	Lower case	
	Add a full stop	
	Add a question mark	
	Add a comma	
	Correct spelling	
	Add words	
	Remove words	

