



Contemporary Literacies Level I

Scoping Paper

Years 9 to 12 Learning 2020 Course Development

The purpose of this scoping paper

The purpose of this paper is to provide information regarding the scope of the proposed *Contemporary Literacies Course Level I* including the:

- *Rationale*
- *Relationship to:*
 - *Senior Secondary Australian Curriculum (where applicable)*
 - *Years 9 to 12 Curriculum Framework*
 - *General Capabilities*
- Existing pathways and possible Future Provision
- Course Design

It is designed to enable all interested stakeholders to reflect and provide initial feedback on the rationale and relationships as italicised above. The additional information is included for noting.

Additionally, in consideration of the information provided in this scoping paper we are seeking your suggestions for the core concepts, big ideas, essential learnings or important considerations you would like to see included in this proposed course.

Consultation



Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This Scoping paper represents the first of four course consultation opportunities for teachers to engage in the course development process for *Contemporary Literacies Course Level 1*.

Course Rationale

Contemporary Literacies Level 1 is designed to support those students who are learning to be literate and have yet to meet the minimum standard for Literacy before Year 11 and are unlikely to do so in Year 12 without substantial support. *The Contemporary Literacies* Level 1 course will support students' development of literate practices needed to make meaning which includes: an understanding of the meaning making of critical literacy including the social nature of language and multiliteracies for personal expression, agency and participation in contemporary personal and community life. Learners will develop their literacy skills by engaging with multimodal texts as effective users of language and producers of texts in differing contexts.

The Contemporary Literacies suite of courses is intrinsically purposeful, flexible and dynamic and involve the integration of multimodal modes of meaning. *The Contemporary Literacies* suite of courses embody literacy as a social practice enabling learners to engage and develop their skills using new, digital and multimodal media to access culture and express identity. *Contemporary Literacies* are distinct from other English courses. It is important to note that English and Literacy are not the same: literacy refers to the development of literate practices that enable students to understand how meaning is made through language and texts in all subjects. *Contemporary Literacies* focuses on key dimensions of literacies 'social languages, oracy and multimodality' so that learners can:

- develop communications skills for a range of differing contexts, e.g. contemporary personal, community life, public participation and work
- use literacies to make sense of the world, for thinking and learning and for identity.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of the *Contemporary Literacies course Level 1* and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways

The *Contemporary Literacies* suite of courses enables learning continuity from: Years 9-10 Australian Curriculum English to Years 11-12 through sequenced learning pathways.

Relationship to the Senior Secondary Australian Curriculum

The *Contemporary Literacies course* Level 1 will align with The Australian Curriculum Literacy Capability.

Australian Curriculum General Capabilities

The *Contemporary Literacies* suite of courses are designed to enable teachers to design courses of study which draw on the cross curriculum priorities and develop the General Capabilities: Literacy, ICT, Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

Relationship to Replacement courses

Contemporary Literacies Level 1 is a new course.

Senior Secondary Accreditation Framework






This course will be developed to address the Principles and Standards of the [Senior Secondary Accreditation Framework](#).

Course Design

This proposal is in line with the draft Integrated Policy Model. From the Articulation, extension and enrichment: this is a Level 1 course. This course is 150 hours and will be divided into three equally weighted modules of 50 hours each.

Relationship to possible Future Provision

Learning Area Roadmaps are available on the Years 11 & 12 website: <https://11and12.education.tas.gov.au/learning-area-road-maps/>

Focus Area	P	1	2	3	4
 DISCIPLINE-BASED		English as an Additional Language or Dialect (EALD)	English English Literature English as an Additional Language or Dialect (EALD)		
 TRANSDISCIPLINARY		Project Based English	Project Based English		
 PROFESSIONAL STUDIES			English Studio		
 WORK-BASED					
 PERSONAL FUTURES	English	Contemporary Literacies	Contemporary Literacies		