



Project Based English Level 1

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 *Project Based English course Level 1* 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 *Project Based English Course Level 1*.

Course Rationale

The *Project Based English* suite are practical courses designed for learners who need to further consolidate the knowledge, understanding and skills in reading, writing, viewing, speaking and listening, needed by students to become competent, confident and engaged users of English in many contemporary and real world contexts: workplace, community educational, or personal. The construct of this course enables providers to focus and tailor learning to a range of areas relevant to learners' interests and learning needs.

The conceptual driver of the course is Project Based learning, an inquiry driven methodology through which the Australian Curriculum English course framework and Australian Curriculum General Capabilities are integrated. In this way Project Based English places equal importance on discipline knowledge and application linked by concept or context. Student agency and voice matter. Learning is personalised and differentiated, focusing on student growth through the use of evidence-based teaching strategies.

Project based learning requires that learners not only to engage in inquiry processes and create products, but also collaborate, design, revise and share their ideas and experiences with supportive audiences and peer groups. The goal of this course is to inspire and support all learners to succeed as connected, resilient, creative and curious thinkers.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Project Based English* Level 1 and it fits within the trans-disciplinary focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways

The *Project Based English* 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

Project Based English Level 1 is designed as a learning progression to *Project Based English Level 2* which aligns with Senior Secondary Australian Curriculum Essential English Units 1 and 2. In addition to this, *Project Based English Level 1* aligns with the WACE Foundation English course.

Australian Curriculum General Capabilities

The *Project Based English* 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

Project Based English Level 1 replaces *Practical English ENGI10114*.

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		