

Transdisciplinary Projects

English

Project Based English 1
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Education
Tasmania



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Table of Contents

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Project Based English*, 150 hours – Level 1	4
Aims	4
Project Based English is a Transdisciplinary course.....	4
Focus Area – Transdisciplinary Projects.....	4
Rationale	5
Integration of General Capabilities and Cross-Curriculum Priorities.....	6
Course Description.....	6
Pathways	6
Course Requirements	6
Course Structure, Delivery and Progression.....	6
Structure.....	6
Delivery.....	7
Developmental Progression	7
Module 1 - Cultural Identity: Stories about who we are, what we do and where we grow	7
Module 1 Learning Outcomes	8
Module 1 Content.....	8
Module 1 Work Requirements.....	9
Module 1 Assessment.....	9
Module 2 - Global Concepts through English texts: Truth, justice or survival.....	9
Module 2 Learning Outcomes	10
Module 2 Content.....	10
Module 2 Work Requirements.....	11
Module 2 Assessment.....	11
Module 3 - English and real-world issues.....	11
Module 3 Learning Outcomes	12
Module 3 Content.....	12
Module 3 Work Requirements.....	13
Module 3 Assessment.....	13
Assessment.....	13
Criteria.....	13
Standards.....	14
Quality Assurance.....	16
Qualifications and Award Requirements.....	16
Course Evaluation.....	17

Course Developer.....	17
Accreditation and Version History	17
Appendix 1 - Line of Sight.....	18
Appendix 2 - Alignment to Curriculum Frameworks.....	19
Appendix 3 - Work Requirements	19
Module 1 Work Requirements Specifications.....	19
Module 2 Work Requirements Specifications.....	19
Module 3 Work Requirements Specifications.....	20
Appendix 4 – General Capabilities and Cross-Curriculum Priorities.....	20
Appendix 5 – Glossary	21
Appendix 6 – English Textual Concepts.....	22
Appendix 7 – Texts	25
Appendix 8 – Learning Processes	26

Project Based English*, 150 hours – Level 1

*There is a proposed name change for this course to *English Inquiry*.

This course is the Level 1 component of the Project Based English program.

Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Project Based English is a Transdisciplinary course.

Focus Area – Transdisciplinary Projects

Transdisciplinary Projects courses require students to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Students will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Students will produce outcomes that are only possible through the intersection between disciplines. Students will share the outcomes of Transdisciplinary Projects as appropriate to their methodology, and their exhibition of work will form a major element of their assessment. Students will reflect upon their learning by evaluating their project outputs, the effectiveness of their methodology and the implications of their work on the pre-existing body of knowledge.

Transdisciplinary projects courses have three key features that guide teaching and learning:

- engage and ideate
- connect and apply
- exhibit and reflect.



Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will do this by:

- engaging in inquiry-based learning to explore what texts tell us about human experience and how this can be represented in different ways in different texts.
- making connections between language, concepts, English Textual Concepts and issues expressed and developed in literary texts and differing contexts: everyday, social, cultural, community, further education, interdisciplinary and work.
- apply critical and creative thinking strategies and intercultural understanding through a range of modes to make, shape and communicate meaning by responding to and producing texts.
- engaging in a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting to enact the three features of Transdisciplinary projects.

A broad range of Inquiry based learning approaches, processes and models may be applied in this course: e.g., Inquiry Based Learning, Project Based Learning, Problem Based Learning. Whilst an inquiry approach guides the learning of all modules, unless stipulated in the course document, the number and duration of class or small group of individual inquiries/projects will be determined by the provider, and the needs of the learners.

Rationale

The *Project Based English* Level 1 course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English.

Through an inquiry driven methodology, the course aims to develop students' language, literacy and literary knowledge, understanding and skills. Learners will use a range of processes to ideate, design, plan, act, reflect and communicate/present their learning. The study of English is the driver of this course and the English discipline must be clearly embedded in any transdisciplinary connections made through concept or context.




Student agency and voice matter. Learners recognise language and texts as relevant in their lives now and in the future, and learn to understand, accept or challenge the ideas, values and attitudes in these texts. Students learn to use language effectively to produce texts for a variety of purposes and

audiences and engage in creative and imaginative thinking to explore their own world and the worlds of others. They learn to critically and creatively interact with a range of texts and forms, developing an awareness of how the language they engage with positions them and others.


Learners engage with language, and familiar and unfamiliar texts, to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Intercultural understanding 
- Literacy 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

Course Description

Project Based English Level 1 is a practical course based on active inquiry. Students engage in authentic, interactive learning experiences. Students respond to, make connections and create texts in and for a range of contexts. They explore ideas and issues expressed in texts such as identity, truth, justice, survival and real-world issues. It aims to develop students' skills in interpreting texts and expressing their ideas about their lives, society and culture.

Pathways

The *Project Based English Level 1* course enables sequential learning continuity from:

- Years 9-10 *Australian Curriculum English*
- Preliminary English Stage 4 PRE005419

The *Project Based English Level 1* course enables sequential learning continuity to:

- *Project Based English Level 2*

Course Requirements

Access considerations

- There are no pre-requisites for this course.

Resources

- access to a computer, phone and the internet
- engagement with the community inside and outside the classroom through avenues such as for example, visits, surveys, interviews, listening to guest speakers and/or excursions.

Course Structure, Delivery and Progression

Structure

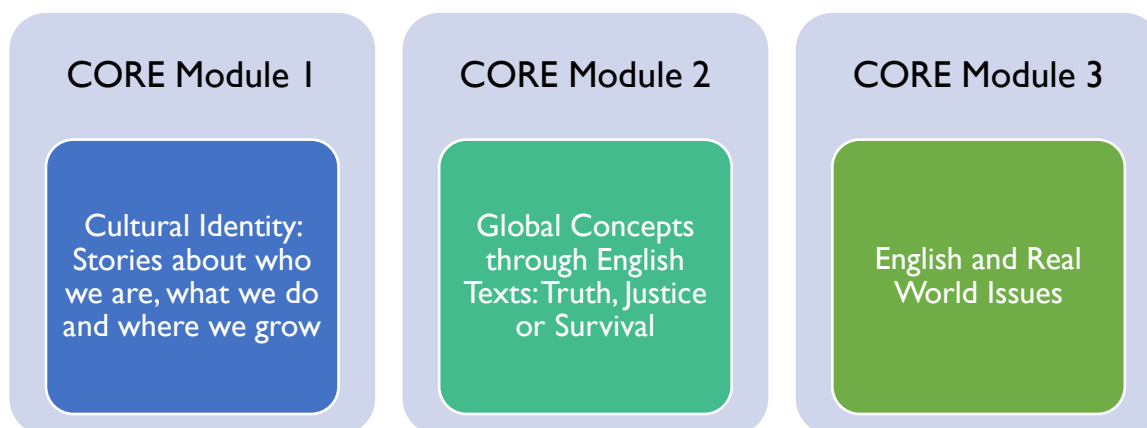
This course consists of three 50-hour modules.

Modules available

Core Module 1: Cultural Identity: Stories about who we are, what we do and where we grow

Core Module 2: Global Concepts through English texts: Truth, justice or survival

Core Module 3: English and real-world issues



Delivery

The three modules should be delivered in order 1, 2, 3.

Developmental Progression

Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work requirements.

Module 1 - Cultural Identity: Stories about who we are, what we do and where we grow

Cultural Identity: Stories about who we are, what we do and where we grow.

In this module learners will engage in inquiry-based learning to, read, view and respond to ideas about cultural identity and understandings presented in a variety of engaging, accessible texts and text types. Learners will explore how people, cultures, places, concepts and events are interconnected. They will learn how to recognise, explain and create differing viewpoints about the world, cultures, individual people and concerns represented in texts. They are introduced to the ways language use can have inclusive and exclusive social effects and can empower or disempower people. To support their understanding of the ways texts represent cultural identity, students will learn about and engage with relevant English Textual Concepts*. They will respond, produce responses or texts for imaginative, informative or persuasive purposes.

This module focuses on developing the connections between ideas and human experiences through English. Transdisciplinary connections with English can be made through ideas, experiences, texts and contexts. In English the way an idea or a value is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding. An inquiry-based learning approach enables learners to acquire and share their disciplinary knowledge through a range of learning

processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 6 for English Textual Concepts*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. develop knowledge and skills to communicate meaning clearly through reading, viewing, writing, listening, and speaking
2. develop knowledge and skills in making and constructing meaning from written oral, visual and multimodal texts for interaction with others in real or imagined contexts.
3. develop knowledge and skills to produce oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
4. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to attitudes and values represented in written oral, visual and multimodal texts.

Module 1 Content

To achieve the learning outcomes learners will draw on the following knowledge understanding and skills.

Key Knowledge

Students learn:

- how texts work, for example, their language features, structures, conventions, techniques
- why texts use a particular form and conventions
- how combinations of words and images in texts are used to represent people and ideas
- how cultural beliefs, practices and points of view are represented in texts
- that language shapes our perspective of people events, groups and ideas
- that opinions can be shared developed and questioned
- how issues and ideas are presented in texts
- how texts can be interpreted in different ways.

Key Skills

Students learn:

- how to make meaning from texts using relevant English Textual concepts
- how to use strategies to expand vocabulary to interpret texts
- how to use comprehension processes to construct meaning to understand basic texts
- how to locate and identify key ideas from familiar texts oral, written and multimodal
- how to use specific active listening strategies and interaction skills for identified purposes and audiences
- how to use voice, language and vocabulary to suit context
- how to use identify and use familiar vocal strategies, non-verbal cues and vocabulary to communicate intended meaning
- how to use language, including appropriate spelling, punctuation and grammar
- how to question the ways cultural groups are represented in texts
- how to inquire and problem solve

- how to question, assess and organise information from different texts
- how to sort information to find patterns, categories and connections
- how to reason and to form an argument and explain own reasoning
- how to brainstorm and generate ideas
- how to plan, communicate and present information and ideas
- how to reflect on their learning and proofread their responses
- how to experiment with language, text features and structures by learning:
 - how to use and shape language for a particular purpose
 - how to shape or structure a text to make it work
 - how to use the conventions of a particular text form.

Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes short response and extended response work requirements.

- The nature of the two responses must be different and cannot be the same.
- The language modes used to communicate meaning in the responses must also vary.
- One short response which can be either: creative, imaginative, analytical, interpretive or persuasive
- One extended response which can be either: creative, imaginative, analytical, interpretive or persuasive.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

Module 2 - Global Concepts through English texts: Truth, justice or survival

e.g., Can fiction be true?

In consideration of the interests and needs of their learners, providers will select **one** of the global concepts identified. In this module through inquiry-based learning students will explore what the concept tells us about human experience and how this can be represented in different ways in different texts (literary, media, social, informative and persuasive). They will explore and respond to the way attitudes and values are communicated and presented about the concept. To support their understanding of the ways texts represent ideas, attitudes and values, students will learn about and engage with relevant English Textual Concepts*. They will respond to and/or produce imaginative, informative and persuasive texts that present their understanding and opinion of the concept.

This module focuses on developing the connections between ideas and human experiences through English. Transdisciplinary connections with English can be made through ideas, experiences, texts and contexts. In English the way an idea or a value is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding. An inquiry-based learning approach enables learners to acquire and share their disciplinary knowledge through a range of learning

processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 6 for English Textual Concepts*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. develop knowledge and skills to communicate meaning clearly through reading, viewing, writing, listening, and speaking
2. develop knowledge and skills in making and constructing meaning from written oral, visual and multimodal texts for interaction with others in real or imagined contexts.
3. develop knowledge and skills to produce oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
5. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to concepts represented in written oral, visual and multimodal texts.

Module 2 Content

To achieve the learning outcomes learners will draw on the following knowledge understanding and skills.

Key Knowledge

Students learn:

- how texts work, for example, their language features, structures, conventions, techniques
- why texts use a particular form and conventions
- how combinations of words and images in texts are used to represent people and ideas
- how cultural beliefs, practices and points of view are represented in texts
- that language shapes our perspective of people events, groups and ideas
- that opinions can be shared developed and questioned
- how issues and ideas are presented in texts
- how texts can be interpreted in different ways.

Key Skills

Students learn:

- how to make meaning from texts using relevant English Textual concepts
- how to use strategies to expand vocabulary to interpret texts
- how to use comprehension processes to construct meaning to understand basic texts
- how to locate and identify key ideas from familiar texts oral, written and multimodal
- how to use specific active listening strategies and interaction skills for identified purposes and audiences
- how to use voice, language and vocabulary to suit context
- how to use identify and use familiar vocal strategies, non-verbal cues and vocabulary to communicate intended meaning
- how to use language, including appropriate spelling, punctuation and grammar
- how to question the ways cultural groups are represented in texts
- how to inquire and problem solve
- how to question, assess and organise information from different texts

- how to sort information to find patterns, categories and connections
- how to reason and to form an argument and explain own reasoning
- how to brainstorm and generate ideas
- how to plan, communicate and present information and ideas
- how to reflect on their learning and proofread their responses
- how to experiment with language, text features and structures by learning:
 - how to use and shape language for a particular purpose
 - how to shape or structure a text to make it work
 - how to use the conventions of a particular text form.

Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes short response and extended response work requirements.

- The nature of the two responses must be different and cannot be the same.
- The language modes used to communicate meaning in the responses must also vary.
- One short response which can be either: creative, imaginative, analytical, interpretive or persuasive
- One extended response which can be either creative, imaginative, analytical, interpretive or persuasive.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

Module 3 - English and real-world issues

In this Module learners will use the knowledge, skills and understanding they have developed in Modules One and Two to engage in a guided inquiry that connects language and/or narrative to an authentic issue or problem relevant to their interest, learning and community. To support their understanding of the ways issues are represented in texts learners will learn how to use relevant English Textual Concepts* to engage with and respond to texts.

This Module focuses on developing an understanding of a real-world issue through English.

Transdisciplinary connections with English can be made through issues, texts and contexts. In English the way a message is communicated to affect an audience and shape meaning is more important than identification of the social message. It is about how the relationship between mode, medium and message affects audience. Language, word choice, grammatical structure and organisation of the material are central to this understanding. An inquiry-based learning approach will enable learners to acquire and share their disciplinary knowledge through a range of learning processes: understanding, connecting, engaging personally, engaging critically, reflecting and experimenting.

See Appendix 6 for English Textual Concepts*

See Appendix 7 for Text Requirements

See Appendix 8 for Learning Processes

Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. develop knowledge and skills to communicate meaning clearly through reading, viewing, writing, listening, and speaking
2. develop knowledge and skills in making and constructing meaning from written oral, visual and multimodal texts for interaction with others in real or imagined contexts.
3. develop knowledge and skills to produce oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
6. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to real world issues represented in written oral, visual and multimodal texts.

Module 3 Content

To achieve the learning outcomes learners will draw on the following knowledge understanding and skills:

Key Knowledge

Students learn:

- how texts work, for example, their language features, structures, conventions, techniques
- why texts use a particular form and conventions
- how combinations of words and images in texts are used to represent people and ideas
- how cultural beliefs, practices and points of view are represented in texts
- that language shapes our perspective of people events, groups and ideas
- that opinions can be shared developed and questioned
- how issues and ideas are presented in texts
- how texts can be interpreted in different ways.

Key Skills

Students learn:

- how to make meaning from texts using relevant English Textual concepts
- how to use strategies to expand vocabulary to interpret texts
- how to use comprehension processes to construct meaning to understand basic texts
- how to locate and identify key ideas from familiar texts oral, written and multimodal
- how to use specific active listening strategies and interaction skills for identified purposes and audiences
- how to use voice, language and vocabulary to suit context
- how to use identify and use familiar vocal strategies, non-verbal cues and vocabulary to communicate intended meaning
- how to use language, including appropriate spelling, punctuation and grammar
- how to question the ways cultural groups are represented in texts
- how to inquire and problem solve
- how to question, assess and organise information from different texts
- how to sort information to find patterns, categories and connections
- how to reason and to form an argument and explain own reasoning
- how to brainstorm and generate ideas
- how to plan, communicate and present information and ideas
- how to reflect on their learning and proofread their responses

- how to experiment with language, text features and structures by learning:
 - how to use and shape language for a particular purpose
 - how to shape or structure a text to make it work
 - how to use the conventions of a particular text form.

Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course’s standards. Work requirements need not be the sole form of assessment for a module.

This module includes short response and extended response work requirements.

- the nature of the two responses must be different and cannot be the same.
- the language modes used to communicate meaning in the responses must also vary.
- one short response which can be either: creative, imaginative, analytical, interpretive or persuasive
- one Inquiry.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating ‘A’, ‘B’, or ‘C’, according to the outcomes specified in the standards section of the course.

A ‘t’ notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the ‘C’ rating.

A ‘z’ notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner’s rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module

The assessment for *Project Based English* Level I will be based on the degree to which the learner can:

1. Apply communication skills
 2. Apply comprehension skills
 3. Produce a range of texts
 4. Respond to attitudes and values represented in texts
 5. Respond to concepts represented in texts
 6. Respond to real world issues represented in texts
- Language modes* speaking, listening, reading, writing, viewing and representing.
 - Respond* thinking in ways that are imaginative, creative, interpretive and critical to express themselves using the language modes in a range of forms and mediums.
 - Texts* literary and non-literary, oral, written and multimodal texts, including literary, digital and media texts.

Standards

Criterion I: apply communication skills (speaking, writing, representing)

Rating C	Rating B	Rating A
communicate a few key ideas and information with some understanding of purpose	communicate key ideas and information with some understanding of purpose and audience	communicate key ideas and information appropriately for a purpose and an audience
use one or two simple structures to communicate information	begin to sequence ideas using basic organising principles of time and importance	sequence ideas using organising principles of time and importance
use familiar vocabulary to convey meaning.	begin to recognise register and use familiar vocabulary to convey meaning.	recognise register and use familiar vocabulary to convey meaning.

Criterion 2: apply comprehension skills (listening, reading and viewing)

Rating C	Rating B	Rating A
use key comprehension strategies as modelled to interpret familiar texts and locate key information	use key comprehension strategies as modelled to interpret familiar texts, key ideas and locate key information	use key comprehension strategies as modelled to interpret literal information and make inferences to expand topic knowledge
recognise that language is used to represent personal, social and cultural values and ideas	recognise some ways that language is used to represent personal, social and cultural values and ideas	identify some ways that language is used to represent personal, social and cultural values and ideas
recognise how a key language feature can be used to convey meaning in a familiar text.	recognise how some key language features are used to convey meaning in a familiar text.	recognise how key language features are used to convey meaning in familiar texts.

Criterion 3: produce a range of texts (speaking, writing and creating)

Rating C	Rating B	Rating A
produce a few highly familiar text types and attempt to use some appropriate textual conventions as modelled	produce some familiar text types and use some appropriate textual conventions	produce different familiar text types and use some appropriate textual conventions
convey a simple idea, opinion, factual information or message for a specific purpose	convey intended meaning on familiar topics for a limited range of purposes and audiences	convey intended meaning on familiar topics for a different purposes and audiences
correctly spell some simple common words and use a limited range of basic grammatical conventions, punctuation to convey meaning	correctly spell simple common words and use some basic punctuation and grammar correctly to convey meaning	correctly spell common words and use basic punctuation and grammar correctly to convey meaning
check responses by re-reading and making some corrections with guidance.	begin to plan and review responses using key strategies to organise information.	plan, proof and review responses using key strategies to organise information.

Criterion 4: respond to attitudes and values represented in texts

Rating C	Rating B	Rating A
identify a few central ideas and/or attitudes and values from straightforward texts on highly familiar topics	identify and interpret some key attitudes and values in texts on familiar topics	identify, interpret and question some key attitudes and values in texts on familiar topics
create a response that draws on own personal attitudes and values.	create responses to represent attitudes and values with some supporting detail.	create responses to represent and promote attitudes and values.

Criterion 5: respond to concepts represented in texts

Rating C	Rating B	Rating A
identify a central idea from a straightforward text on a highly familiar topic	identify and interpret a central idea and supporting information from texts on familiar topics	identify, interpret and question a central idea and supporting information from texts on familiar topics
create a response to a central idea from a study text that draws on own personal position.	create a personal response clearly connected to a central idea from a study text.	create a response clearly connected to one or more central ideas from a study text.

Criterion 6: respond to real world issues represented in texts

Rating C	Rating B	Rating A
identify a central issue from a straightforward text on highly familiar topics	identify and explore a central issue from study texts on familiar topics	identify, discuss and question a central issue from study texts on familiar topics
create a response that draws on own personal position on a familiar issue.	create a response to represent own personal position on a familiar issue with some supporting detail.	create a response to represent and promote own personal position on a familiar issue.

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Project Based English* Level 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

- This will be confirmed by time of accreditation.

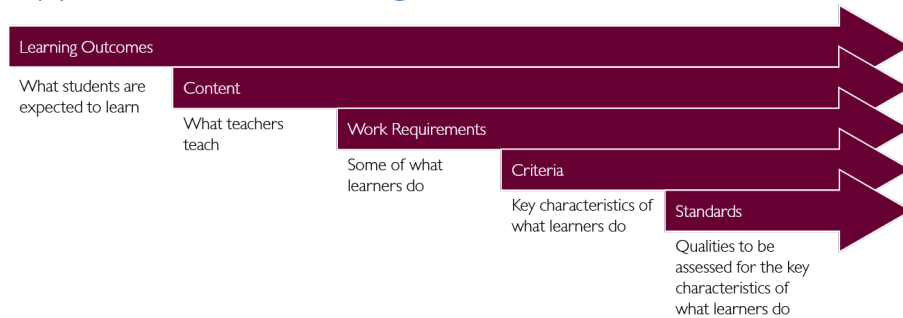
Course Developer














This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. develop knowledge and skills to communicate meaning clearly through reading, viewing, writing, listening, and speaking.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:   
2. develop knowledge and skills in making and constructing meaning from written oral, visual and multimodal texts for interaction with others in real or imagined contexts.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:  
3. develop knowledge and skills to produce oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:  
4. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to attitudes and values represented in written oral, visual and multimodal texts.	Module 1	Module 1	C 4	E 1, 2	GC:  
5. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to concepts represented in written oral, visual and multimodal texts.	Module 2	Module 2	C 5	E 1, 2	GC:  
6. develop knowledge and skills in applying critical and creative thinking strategies and intercultural understanding to respond to real world issues represented in written oral, visual and multimodal texts.	Module 3	Module 3	C 6	E 1, 2	GC:  

Appendix 2 - Alignment to Curriculum Frameworks

- English Studies Level 1 aligns with the Government of Western Australia School Curriculum and Standards Authority English Foundation Year 11 Syllabus.
- These standards are based on Level 1 and 2 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Transdisciplinary

Title of Work Requirement: Cultural Mulch: Short Response

Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One Short Response aligned to the module description.

- The mode and format of the short response must be different to the extended response.

Size: Recommended maximum of 50 words or a 2-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: (E2, E3)
- Criterion 2: (E1, E3)
- Criterion 3: All standard elements.

Focus Area: Transdisciplinary

Title of Work Requirement: Cultural Mulch: Extended Response

Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One Extended Response aligned to the Module description.

- The mode and format of the extended response must be different to the short response.

Size: Recommended maximum of 500 words or a 3-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: (E2, E3)
- Criterion 3: All standard elements
- Criterion 4: All standard elements.

Module 2 Work Requirements Specifications

Focus Area: Transdisciplinary

Title of Work Requirement: Global Concepts in English: Short Response

Mode /Format: creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One short response aligned to the module description.

- The mode and format of the short response must be different to the extended response.

Size: Recommended maximum of 50 words or a 2-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: (E2, E3)
- Criterion 2: (E1, E3)
- Criterion 3: All standard elements.

Focus Area: Transdisciplinary

Title of Work Requirement: Global Concepts in English: Extended Response

Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One Extended Response aligned to the Module description.

- The mode and format of the Extended Response must be different to the Short Response.

Size: Recommended maximum of 500 words or a 3-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: (E2, E3)
- Criterion 3: All standard elements
- Criterion 4: All standard elements.

Module 3 Work Requirements Specifications

Focus Area: Transdisciplinary

Title of Work Requirement: English and Real-World Issues Short Response

Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One Short Response aligned to the Module description.

- The mode and format of the short response must be different to the extended response.

Size: Recommended maximum of 50 words or a 2-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: (E2, E3)
- Criterion 2: (E1, E3)
- Criterion 3: All standard elements.

Focus Area: Transdisciplinary

Title of Work Requirement: English and Real-World Issues Inquiry

Mode /Format: Creative, imaginative, analytical, interpretive, or persuasive: oral, written or multimodal

Learning Outcomes: 1, 2, 3, 4

Description: One inquiry aligned to the Module description.

- The mode and format of the Extended Response must be different to the Short Response.

Size: Recommended maximum of 500 words or a 3-minute multimodal presentation

Relevant Criterion/criteria:

- Criterion 1: All standard elements
- Criterion 3: All standard elements
- Criterion 4: All standard elements.

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019)*.

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.

Making meaning is an umbrella term for being able to read (literally), comprehending, analysing, understanding or interpreting texts, and those texts should include written texts and visual and/or multimodal texts.

Making meaning involves the modes of reading, viewing and listening. Making meaning also involves producing texts: a written explanation; joining a discussion about a text; or producing a slideshow presentation that illustrates an understanding of a text.

Students may engage with:

- non-fiction in the form of transactional texts, for example, instruction manuals and policy documents; informative texts, for example, websites and newspapers
- persuasive texts, for example, feature articles and documentaries
- fiction in the form of prose narrative, for example, short stories and novels; and poetry, drama, film, television and online narratives.

Producing is another word for creating meaning, constructing or creating texts and those texts might be written or multimodal. There are a range of non-fiction forms that students use to produce texts, for example, transactional texts: lists or applications; informative texts: reports or investigations; expository texts: essays; and persuasive texts: letters to the editor or documentaries. Students may produce fiction texts, for example, short stories, blogs, poetry, plays, short films or YouTube stories/uploads. Students might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments.

Appendix 6 – English Textual Concepts

New South Education Standards Authority (NESA)

English Textual Concepts* are the knowledge of English (what students learn about): argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme. The following concept descriptors will be used where relevant to support delivery of the course content and student learning.

Argument

Students understand that an argument takes into account audience, form and purpose.

They learn that:

- arguments can be objectively or subjectively presented
- language choices (visual, spoken and written) can strengthen arguments
- an argument may provide an informed assessment of a range of opinions.

Authority

Students understand that in different contexts, authority is conferred in different ways.

They learn that:

- texts have more authority with the use of appropriate language, spelling and punctuation
- authority is invested in a text by clearly expressed and substantiated argument and acknowledgement of accepted authorities
- popularity can become a form of authority
- authority is valued and questioned.

Character

Students understand that characters trigger an imaginative response through identification.

They learn that characters may

- be complex having a range of characteristics or simple with one salient feature
- change as a result of events or remain unchanging
- have individual characteristics or be based on a stereotype

Code and Convention

Students understand that codes and conventions of each mode provide the foundation for innovation.

They learn that

- knowledge of codes and conventions helps finding meaning in and through texts
- codes and conventions vary for different audiences and purposes
- choices of language and design have subtle differences and effects
- opportunities for innovation occur at all levels eg word, sentence, paragraph and whole text levels

Connotation, Symbol and Imagery

Students understand that richer meanings are produced when responders recognise and engage with imagery.

They learn that

- imagery prompts evocative comparisons which may add new meanings to a text
- figurative language extends the meanings of words
- figurative language compresses ideas through the connections it makes
- figurative language can persuade, inform and engage audiences emotionally in different modes and media.

Context

Students begin to recognise how context may be expressed in texts.

Students learn that

- specific contexts require particular forms and language
- their own context affects the way they respond to and compose texts
- context includes clearly identifiable elements such as purpose, intended audience and medium as well as more complex and diffuse influences such as culture
- culture, as a way of living, involves beliefs, customs, language and values and is reflected in texts
- cultural context refers to the context of composition as well as to the context of response.

Genre

Students understand that texts may be categorised into genres.

They learn that

- texts in the same genre have similar functions and ideas, forms and conventions and give rise to particular expectations
- genres are not fixed categories but may be adapted for interesting effects.

Intertextuality

Students understand that intertextuality occurs across and within modes and media

They learn that

- intertextuality may occur through adaptation of structure and style
- whole texts may be appropriated for different audiences and purposes, modes and media.
- in transforming texts, there are opportunities for originality.

Literary Value

Students begin to understand that texts can be valued for the ways they convey experiences and ideas.

Students learn that

- texts that have several layers of meaning or that can be interpreted in various ways can be satisfying
- texts that are thought-provoking and extend one's understanding of the world are valued.

Narrative

Students understand that there are conventions of the narrative form that combine to involve responders in the story.

Students learn that narrative engages responders through

- Recognisable characters, events and places
- Skilful plot development
- Perceptible mood and atmosphere
- Evocative images and imagery that complement the story
- Narrative voice and voices of characters.

- They learn that these conventions are adapted to different modes and media.

Perspective

Students understand that perspectives may differ and that these differences need to be considered

They learn that

- perspective may be expressed in different ways including the values expressed and the form of expression

Point of View

Students understand that the narrator is different from the author and that point of view positions the reader to respond in a particular way.

Students learn that

- a narrator may be inside or outside the story, in fiction and non-fiction texts
- point of view can create a more personal or distant relationship with the responder, evoking degrees of empathy or indifference
- the author chooses the way a story is told and chooses language appropriate to that purpose in the different modes and media.

Representation

Students understand that representations position audiences to adopt a particular response

They learn that

- information and ideas may be represented symbolically
- representation in each mode operates according to its own codes and conventions.
- representations may be adapted for different audiences
- representations influence response.

Style

Students understand that particular styles result from the use of identifiable language features appropriate to each mode and medium.

Students learn that

- style may be changed by manipulating certain elements
- style creates connections between and among texts
- literary devices such as sound, images and figurative language can enhance expression.
- personal style can be cultivated.

Theme

Students understand that thematic statements may be interrogated

They learn that themes

- are different from subjects or topics
- arise out of the actions, feelings and ideas of people or characters
- may be explored in different ways by different texts
- relate to social, moral and ethical questions in the real world.'

Appendix 7 – Texts

During the course learners must study at least:

- two (2) fictional texts of which one (1) is written
- two non-fiction texts
- one film/documentary film or media or multimedia texts.

Additionally, the selection of specific texts for study will also be guided by consideration of the study of:

- at least ONE (1) Australian text
- Tasmanian Texts
- Indigenous Literature
- Asian Texts.

Texts are selected from a range of cultural contexts, valued for their form and style and are recognised as having literary worth or artistic value.

Forms of texts for *Project Based English* Level 1 include literary texts (see Glossary definition) and non-literary texts, such as:

- fiction – novels, short stories, plays, poems, song lyrics, films, television programs, computer games
- non-fiction – biographies, journals, essays, speeches, reference books, news reports, documentaries
- media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, radio programs
- everyday texts – blogs, films, television programs, comic books, computer games, manuals.

Texts will be drawn from complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.

Texts can be written, spoken (dialogues, speeches, monologues, conversations, radio programs, interviews, lectures), multimodal (picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps) and in print or digital/online (books, CD-ROMs, websites, computer games, social networking sites, email, SMS, apps).

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Appendix 8 – Learning Processes

New South Education Standards Authority (NESA)

The learning processes described below are taken from the English Textual Concepts and are included as a means of enacting the three key features of Transdisciplinary projects that guide teaching and learning.

Understanding

What it is

Understanding occurs when new information and ideas are incorporated into a student's existing knowledge framework. Students link new ideas and information to prior knowledge and apply these in specific circumstances, appreciating underlying principles. Understanding is developed within particular contexts and allows students to elaborate on, make connections and ask questions about their new knowledge. Students are gradually able to generalise upon this knowledge and transfer it to new contexts.

Why it is important

Understanding is prerequisite for learning. Its flexibility allows students to engage critically and creatively with knowledge by making connections, explaining, inferring, predicting, speculating and problem solving. When a student understands, information is retained longer and can be built upon to acquire further understanding. Understanding also includes the realisation of what needs to be learned and allows students to be active in constructing their own course of learning.

Connecting

What it is

Connecting is recognising relationships between texts and between texts and our own lives. Every text we encounter is considered against our previous textual experiences as we build up a breadth of knowledge and understanding about the ways composers and responders construct meaning. We connect the text to our own worlds and to the world of other texts in order to create meaning. As our encounters with texts extend we have more texts with which to read our world.

Texts can be connected in many different ways:

- Through identifiable links to our own personal worlds
- Through exploring common experiences, stories and ideas
- Through sharing the same context
- Through sharing the same style, genre and codes and conventions

Why it is important

Making connections between texts forms a basis for comparing them and provides a different context in which to make judgements about each. Making connections also enriches students' understanding of each text, the worlds it inhabits and the way it is composed and responded to. Seeing connections is a source of delight and understanding how texts may connect forms the basis for students' own composing as they perceive possibilities through experimenting.

Engaging Critically

What it is

Students engage critically with a text when they make judgements about a text based on systematic analysis. The kinds of judgements they make will depend on their approach to the text which brings with it assumptions about the nature of texts and ways of reading them. For example, one approach could be to see the texts as reflecting reality and address issues of truth in that depiction. Another approach would be to see a text as a product of power relationships in terms of what lies at the centre and what is marginalised, evaluating the text in terms of how it suppresses certain interests and intervening to promote others. Critical engagement involves making judgements and recognising the critical framework through which these judgements are made.

Why it is important

Students' critical skills will help them evaluate the multiplicity of texts that they encounter in their lives. This will allow them to understand what is valued in society and their culture, so providing certain kinds of access and rewards, to themselves and to society as a whole. To steer through the sometimes diverse values they encounter and the speed of change of today's world they also need to understand how we make value judgements and how values change over time.

Engaging Personally

What it is

Students engage personally when they experience interest, pleasure and personal significance in texts and the ways they are constructed. However, personal engagement goes beyond simple pleasure and affirmation of the familiar; it comes from an emotional and intellectual engagement which can lead to reconsideration of an initial impression.

Engaging personally may include:

- personal identification with the characters, situations or ideas in a text
- intellectual engagement with ideas individually and collaboratively
- the expression of personal voice
- pleasure in the text
- enjoyment of aesthetic qualities
- valuing texts
- recognition and appreciation of the power of language to express human experiences and communicate ideas.

Why it is important

Engaging personally with a text can facilitate and be influenced by deeper critical and imaginative response to its representation of their wider world. Personal engagement with texts encourages students to express with discernment, confidence and with an authentic voice, ideas, opinions and values in their own compositions.

Reflecting

What it is

In reflecting, students think about what they have learned, how they have learned, what they feel about the learning. They draw conclusions about their own learning processes and the value of their learning.

Reflecting involves understanding one's own personal capacities and processes and fosters a problem exploring disposition; this encourages student curiosity leading to a recursive process of experimentation in the belief that there can be more than one possible solution.

Why it is important

Reflecting on one's own learning process develops a student's capacity of learning how to learn, a foundation for living and working. Knowing how one responds to verbal and visual texts and why one does so in particular ways is an important skill for an engaged and critical citizenry.

Through reflecting a student can develop knowledge of their own learning style and the development of a range of learning skills such as collaborative skills, independent investigation, monitoring one's own progress or evaluating one's own learning.

Experimenting

What it is

Experimenting is the process of applying knowledge and skills creatively and critically in order to develop deep understanding. Students manipulate language, form, mode and medium to express ideas, values and opinions in innovative and meaningful ways. Experimenting is as much a demonstration of critical as imaginative faculties and, through the interdependence of these, students engage in thoughtful recreation and innovation.

Students need to experiment imaginatively with language in playful ways. Through the exploration of language and ideas they develop an appreciation for aesthetic qualities of texts and understand the power of language to transform and re-interpret experiences. Experimenting enables students to stimulate and express their imagination and natural curiosity to make connections in their world.

Why it is important

Imagination is used to predict, speculate and hypothesise to create new understandings about the wider world that is complex and changing. A sense of personal style and the confidence to create new texts will develop through the processes of experimenting. Students become the creators of meaning, not just the recipients of information.'