



# Project Based English Level I

## Overview and Key Features

Years 9 to 12 Learning 2020



## The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Project Based English Level 1*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

## Consultation

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

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

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Project Based English Level 1*.

## Course Rationale

The *Project Based English* suite of courses 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 focus 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* course and it fits within the Transdisciplinary focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways in

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

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



## Level One

### Learning Outcomes

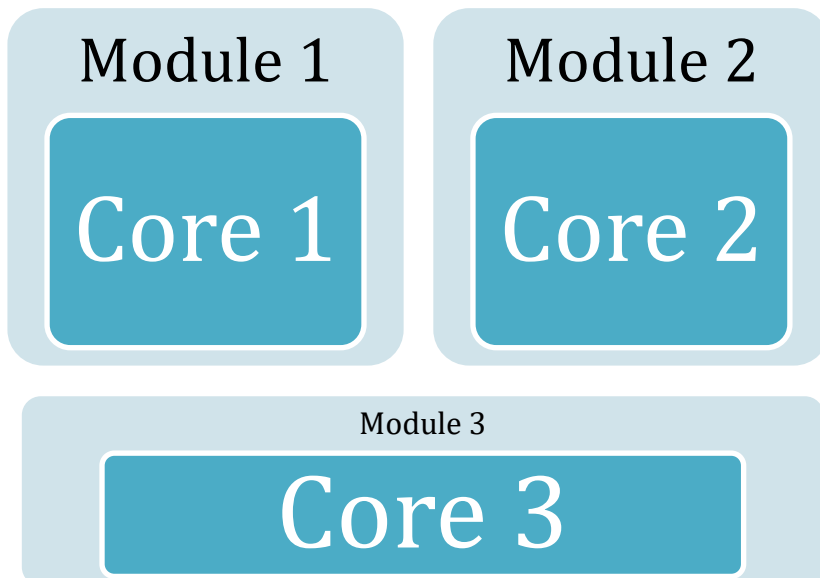
On successful completion of this course learners will be able to:

- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in critical and creative thinking, functional literacy, including appropriate spelling, punctuation and grammar.

### Course Structure

This proposal is in line with the Integrated Policy Model.

The course is 150 hours and will be divided into three equally weighted modules of 50 hours each.



### Course Delivery






The modules will be delivered concurrently and sequentially.



## Module content

<p><b>Module 1</b> <b>Major themes/concepts/topics</b></p> <ul style="list-style-type: none"> <li>In consideration of the learning outcomes and course content teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.</li> <li>The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.</li> </ul> <p><b>Class Project: Choice of contexts for learning</b></p> <ul style="list-style-type: none"> <li>Teachers will design and develop a project outline to deliver the course content through a selected learning context: workplace, community, educational, or personal.</li> </ul> <p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>Literacy, Intercultural Understanding</li> </ul>	<p><b>Module 2</b> <b>Major themes/concepts/topics</b></p> <ul style="list-style-type: none"> <li>In consideration of the learning outcomes and course content teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.</li> <li>The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.</li> </ul> <p><b>Class Project: Choice of contexts for learning</b></p> <ul style="list-style-type: none"> <li>Teachers will design and develop a project outline to deliver the course content through a selected learning context: workplace, community, educational, or personal.</li> </ul> <p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>Literacy, Ethical Understanding</li> </ul>
<p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>This module contains content specifically focused on Critical and Creative Thinking and is tied to both Module 1 and Module 2.</li> </ul> <p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>Literacy, Critical and Creative Thinking, Personal and Social Capability</li> </ul>	

## Relationship to possible Future Provision

Focus Area	P	I	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		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework