



# Project Based English Levels 2-3

## 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 Levels 2-3*.

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 Levels 2-3*.

## 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 engage in inquiry processes and create products, but also collaborate, design, revise and share their ideas and experiences with supportive audiences including 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 2* course enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English





The following courses also provide pathways

- Practical English ENGI10114
- Essential Skills Reading and Writing ERW21011

The *Project Based English* Level 3 course enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English
- English Applied ENA215114

The following courses also provide pathways in

- English Foundations ENG215117
- Essential Skills Reading and Writing ERW210114
- EALD EAL215114

## Level 2

### Learning Outcomes

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

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
- apply clear and accurate communication and literacy skills.

### 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.

Module 1

Core 1

Module 2

Core 2



## Module 3

# Core 3

### Course Delivery

The modules will be delivered concurrently and sequentially.

### Module Content

#### Module One

Senior Secondary AC Module Description

Module 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure.

The Module considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.

Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

#### Major themes/concepts/topics

- In consideration of the module description teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.
- The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.

#### Module Two

Senior Secondary AC Module Description

Module 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts.

Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts.

Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

#### Major themes/concepts/topics

- In consideration of the module description teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.
- The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.



<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>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 Three</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>	

## Level 3

### Learning Outcome

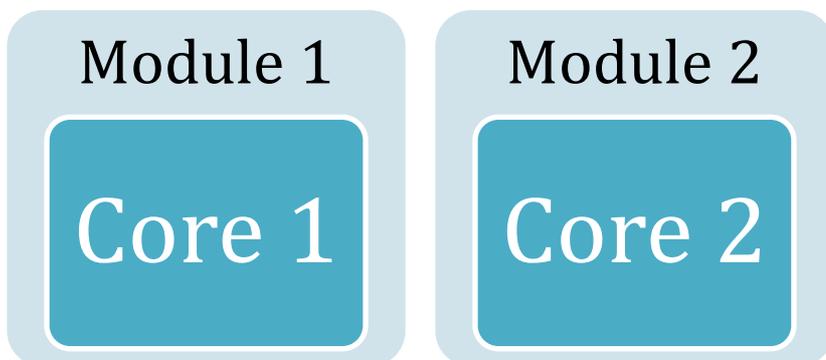
On successful completion of this course learners will be able to:

- examine the ways that points of view are presented in texts for different purposes and contexts
- understand how language choices persuade specific audiences
- investigate the way language is used to represent issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas, points of view, and perspectives on issues and events, for a variety of purposes
- apply clear and accurate communication and literacy skills.

### 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.





## Module 3

# Core 3

### Course Delivery

The modules will be delivered concurrently and sequentially.

### Module content

#### Module One

##### Senior Secondary AC Unit Description

Module 1 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences.

When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives.

Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

##### Major themes/concepts/topics

- In consideration of the module description teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.
- The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.

##### Class Project: Choice of contexts for learning

- Teachers will design and develop a project outline to deliver the course content through a selected learning context: workplace, community, educational, or personal.

#### Module Two

##### Senior Secondary AC Unit Description

Module 2 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed.

This Module provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context.

When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

##### Major themes/concepts/topics

- In consideration of the module description teachers will determine the themes, concepts or topics for course delivery appropriate to the learning needs and interests of their student cohort.
- The Australian Curriculum Cross Curriculum Priorities can be used as a conceptual focus for inquiry/project-based learning.



<p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>Literacy, Intercultural Understanding</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>
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**Relationship to possible Future Provision**

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		

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