



# Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (Science - Biology Levels 2-3)

RESPONSES: 2      REPRESENTING: 2 people

Strengths and Weaknesses of existing courses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>The existing courses (Biology and Life Science) provide students with engaging content in the biological science at a level that is achievable by a broad range of students.</p>	<p>The inquiry-based approach is a great advantage in relation to the practical content of the course and should be retained in any replacement course. It is important that the practical component of these courses is more than just simple illustration of biological processes.</p>	<p>The current content and practical inquiry processes are engaging and should be retained.</p>	<p><b>Ways Forward:</b></p> <p>The content and practical inquiry processes should be retained where they are valued and in line with <i>Senior Secondary Australian Curriculum Biology</i>.</p>
<p>The weakness of the Life Science course is, whether it is a fill in or is it a stepping stone to Biology. The course taught is very dependent on the type of student one has in a class.</p> <p>Students are unsure of the courses importance and purpose</p>	<p>None provided</p>	<p>The role of Life Sciences is unclear at the moment.</p>	<p><b>Ways Forward:</b></p> <p>The pathways to and from Biology Level 2 and the roles it can play should be made clear within the course document.</p> <p>Openness, purpose and flexibility should be considered throughout course development for Biology Level 2</p> <p>The relationships between Biology Level 2 and Biology Level 3 should be clear in the course document.</p>

academically. It is seen as a light subject.			
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Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>The course rationale mentions human impact on the environment and conservation issues as well as biosecurity and resilience of ecosystems which may be valid as they are part of the current Life Sciences course. However, the content of Life Sciences is presumably going to be spread between Biology 2 and Environmental Science 2 (rather thinly, I would say) and I believe that these aspects of the content more correctly belong in Environmental Science.</p>	<p>I think a lot more thought needs to be given to the divesting of the Life Science content to these two courses and whether there is enough material to make two level 2 courses without significant overlap.</p>	<p>Ecology is intended to be addressed within both Biology, Level 2 and Environmental Science 2-3</p> <p>We have to be careful to avoid overlap.</p>	<p><b>Ways Forward:</b></p> <p>Although ecology is a very large field of study we need to ensure that there is no duplication in the approaches to this study between Biology, Level 2 (where the content comes from Australian Curriculum Senior Secondary Biology Unit 1) and the planned Environmental Science 2-3.</p>
<p>A relationship to nursing, paramedics, doctors, research, agriculture, marine, health care workers and education are important as research into the fields the students end up in are roughly these areas.</p>	<p>None provided</p>	<p>The clear pathways out of this pair of courses needs to be articulated.</p>	<p><b>Ways Forward:</b></p> <p>The clear pathways out of this pair of courses needs to be articulated in the course documents.</p>

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	0	0	1	0

**Ways Forward:**

The response of “disagree” relates to the potential issues with overlap in the ecology content outlined above. Course design will have to be careful to avoid this overlap.

In considering the focus areas identified in the Years 9 to 12 Curriculum Framework and this course rationale, do you believe the course is placed in the appropriate focus area?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2	0	0	0	0

**Ways Forward:**

Biology 2-3 should remain in the Focus Area of Discipline-based Study.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	The scoping paper includes all of the General Capabilities that are mentioned in the Australian Curriculum documentation. This	A large number of General Capabilities are referred to in the Scoping Paper.	<p><b>Ways Forward:</b></p> <p>Care will have to be taken during the course development process to ensure General Capabilities are genuinely referenced if included within these courses.</p>

	perhaps seems like a tall order to include them all.	All of these General Capabilities may not be able to be addressed effectively.	
Yes	None provided	N/A	<b>Ways Forward:</b> No further action required.

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Sustainability, possibly but this probably more correctly belongs in Environmental Science	Increasing emphasis on an inquiry-based approach to these courses, moving from level 2 to level 3 is important. This would place them firmly within a STEM framework. I envisage that the approach would be introduced at level 2 and further developed so that students are capable of independent enquiry by the time they finish level 3.	Sustainability is a possibility for this pair of courses.  Emphasis on inquiry should be strengthened within the courses.	<b>Ways Forward:</b> Sustainability will be considered within course development.  Inquiry should be central to Biology 2-3.
None provided	None provided		

Core concepts, big ideas, essential learning or important considerations - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>A STEM focus has the potential to help students to make links to scientists in the community and real-world problems that will provide them with a context for, and help them to make sense of, their learning. The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond. Such skills enable learners to adapt to an ever-changing world both while at school and when they enter the workforce. In Tasmania, we have local access to a wide range of scientists working in the biological fields. It makes sense to tap this resource to enrich our students' learning.</p>	<p>None provided</p>	<p>Biology 2-3 should be inquiry focused to suit alignment within the STEM curriculum.</p>	<p><b>Ways Forward:</b></p> <p>Sustainability and STEM alignment will be considered within course development.</p> <p>Inquiry should be central to Biology 2-3.</p>
<p>Immunology biotechnology genetics functioning systems homeostasis</p>	<p>None provided</p>	<p>Immunology, biotechnology, genetics, functioning systems and homeostasis should be included.</p>	<p><b>Ways Forward:</b></p> <p>Immunology, biotechnology, genetics, functioning systems and homeostasis will be included as described in the <i>Senior Secondary Australian Curriculum Biology</i>.</p>