

Tranche 1 – Phase 3 – Initial Draft Course

Civics and Citizenship Level 1

Total Responses = 1

Organisations represented	Group	Individual
1	1 (representing 10 individuals)	0

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Group submission believes the 'what' of the three focus area features is clear but not the 'how'. Also suggests that some aspects are too complex for Level 1. The view that parts of the draft course are too complex for Level 1 is consistent throughout the group submission but is inconsistent with critical friend feedback.	The complexity of the course will be thoroughly checked against the levels of complexity and amended as needed.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The group in the formal submission wonder if the course is too complex for learners at Level 1. This view is contrary to the views presented by critical friends.	The course alignment with the Level 1 degree of complexity will be thoroughly reviewed and the course altered as needed.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Group submission believes that the General Capabilities identified are appropriate and it is clear how they have been embedded. However, it was suggested that the course may be trying to do too much, and a greater emphasis on personal and social capability would be appropriate. Feedback from critical friends suggests that the ambition of the course is appropriate.	Feedback from the group submission will be shared specifically with critical friends for their response and advice. Personal and social capabilities will be more clearly embedded in the course.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Group submission questions the value of modules if all three modules must be completed.	Course is being future proofed for modularisation down the track.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The group submission believes that the Module 2 content is too complex for learners at Level 1 and noted that there were a few grammar and spelling mistakes evident.	The course alignment with the Level 1 degree of complexity will be thoroughly checked and the course altered as needed. The document will be thoroughly edited for Phase 4.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The group submission believes that the criteria are too complex. It was also noted that Criterion 6 is the only practical criterion when practicality needs to be a big focus in Level 1. (Critical friend feedback suggests that the complexity of the course draft is appropriate.)	The course alignment with the Level 1 degree of complexity will be thoroughly checked and the course altered as needed. All criteria are intended to assess mostly practical activities, with more sophisticated responses required at B and A level than at C level. This will be clarified through the baseline resources provided and made more evident in the course document for Phase 4.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
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Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
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Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The group submission suggests that the work requirements are too complex and don't align with the content of the modules.	This specific feedback on complexity will be checked with critical friends and the alignment of work requirements to module content will be refined to ensure that there is clear alignment, noting that not all content is intended to be represented in work requirements.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
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Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
When will the course be accredited? When will staff have access to the finalised documents? Will teachers have sufficient planning time before delivery? Will there be an example scope and sequence document? What 'ticks' will be assigned to this course? How many TCE points will be assigned to this course?	The course is intended to be accredited for 2022 and supported with baseline resources. Timelines for publication and professional learning will be advertised soon. There will be scope and sequence included in the baseline resources. As a Level 1 course, no 'ticks' are likely. The course will be a size 15.