

Tranche 1 Scoping Papers



FEEDBACK SUMMARY – (HASS - Civics and Citizenship Level 1)

RESPONSES: 1 REPRESENTING: 10 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
None provided	None provided	None provided	Ways Forward: This is a new course, course development to progress as planned.

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
The course rationale fails to establish how this course would meet the goal of addressing the needs of significant numbers of disengaged students.	As a Level 1 course designed to meet the needs of learners who have not addressed the relevant outcomes in Years 9 and 10, the issue of disengaged students could be due to lack of interest in school, lack of motivation generally, below standards of literacy, absence due to physical or mental health reasons and it is	Rationale does not provide detail required Concern about the needs of disengaged learners	Ways Forward Rationale to be revised in light of feedback, particularly to consider engagement.

	<p>difficult to see how this course could appeal to all of these learners. At Level 1, only those students with lower levels of literacy and achievement will be challenged by this course, and lack of an appropriate challenge will not encourage and engage students. If this course is designed for students with learning difficulties this could be successful, but the rationale does not state this clearly.</p>		
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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
0	0	0	1	0

Ways Forward:

Seek further feedback during the next consultation opportunity to clarify rationale.

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
0	0	1	0	0

Ways Forward:

Continue course development as planned.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No	<p>The case for including General Capabilities in specific courses has not been made for Years 11 and 12 subjects. It is also not clear if there would be any implications of including General Capabilities in new course documents. Would this have an impact on content? Would these g General Capabilities need to be assessed separately from other aspects of the course? How would this impact upon formal assessment and certification?? Without a clear rationale and understanding of implications, it would be preferable to omit any General Capabilities from any new course. If general capabilities must be included, these should be trimmed down from six as this is likely to create constraints and requirements that would be likely to dilute the types of content and assessment tasks that are more likely to promote engagement. Literacy, Ethical Understanding and Personal and Social Capability would be a more relevant set of capabilities that would align better with this course.</p>	<p>Suggestion that General Capabilities be omitted from the course, but if this is not possible then Literacy, Ethical Understanding and Personal and Social Capability would be the most appropriate General Capabilities for the proposed course.</p>	<p>Ways Forward</p> <ul style="list-style-type: none"> • General Capabilities are a key part of the Years 9-12 Curriculum Framework • Further explore the inclusion of General Capabilities within the course, particularly Literacy, Ethical Understanding and Personal and Social Capability will be included in the course.

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>No cross curriculum priorities have been suggested for embedding in this course, and given the uncertainty about the implications of embedding these in the course it would be preferable to avoid explicitly requiring these to be addressed.</p>	<p>None Provided</p>	<p>Suggests there be no explicit requirements around the cross-curriculum priorities</p>	<p>Ways Forward</p> <ul style="list-style-type: none"> • Await a potential policy decision on the inclusion of Cross-curriculum Priorities
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>At this stage it is very hard to understand what this course might look like and which students would be suited by it. If this is a course for students with a significant learning difficulty who need a better understanding of their rights and responsibilities in Australia and Tasmania's democratic and legal system, this should be made more clear.</p>	<p>None Provided</p>	<p>Further concerns about the scoping paper</p>	<p>Ways Forward</p> <ul style="list-style-type: none"> • this will be clarified with the pathways in included in the next consultation round