



Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (English - Contemporary Literacies Level 1)

RESPONSES: 1 REPRESENTING: 1 person

Existing Courses - Strengths and Weaknesses feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
N/A	N/A	No feedback provided	Contemporary Literacies Level 1 is a new course



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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>Audience (if that actually means who the course is designed for) seems clear enough (though I'd argue it more closely resembles the student cohort supported by Practical English, which is to be replaced by Project-Based English I).</p> <p>Re: point 2 above, I don't think it's clear at all what the content will be. There's just a lot of dense jargonistic phrases but not tangible content info.</p> <p>Re: point 3 above, similarly, the learning outcomes are vague rather than specific. Not sure which is necessarily better</p> <p>If I were a parent trying to decide from CLI or PBE I, I might struggle to see how they differ or which to choose on the basis of what will actually be done in the courses</p>	<p>If the wording in the rationale is to stay the same, then it's vital that as the course writing develops, each of the rationale statements is clearly addressed as course content or work requirements or something clear and specific that moderators can action/build in when developing Scope and Sequences</p>	<ul style="list-style-type: none"> • Audience and student cohort was discussed. • Content and learning outcomes not clear. • Difference between Project based English and Contemporary Literacies not clear. • The rationale should from course content or work requirements to assist in the development of scope and sequences. 	<ul style="list-style-type: none"> • Audience refers to the learners that the course is designed for • This course has not been designed as a replacement for Practical English, Project Based English serves this purpose. <p>Ways Forward:</p> <ul style="list-style-type: none"> • Ensure that the relationship between the learning outcomes and content are clear • Ensure that the difference between Contemporary Literacies and Project Based English is clear

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	1	0	0

Ways Forward:

The response provided does not represent disagreement with proposed course 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	1	0	0	0

Ways Forward:

The respondent indicated that the course rationale is placed in the appropriate focus area.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	This course is placed in the Personal Futures area, which from reading the info sheet about this area, seems appropriate.	Refer to AC General Capabilities Learning continua to determine a starting point for student learning.	<ul style="list-style-type: none"> • Years 9-12 Project is examining the relationship between the General Capabilities and TASC Levels of complexity and this work will inform all course development.

	<p>It's quite useful to look at the individual General Capabilities in PDF form to see where students would typically be by end of Grade 10. We could then use that as a basis to work backwards to find an appropriate starting point for a student who is working below that expected level.</p> <p>https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities</p>		
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Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Sustainability - relates to these aspects of Personal Futures:</p> <p>making informed choices</p> <p>enhancing own and others health and wellbeing</p>	<p>Link to Aus. Curriculum (Sustainability- English):</p> <ul style="list-style-type: none"> * investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures * participating critically and acting creatively in determining more sustainable ways of living *sustainability education is futures-oriented 	<p>Sustainability relates to Personal Futures.</p> <p>Refer to Australian Curriculum English Curriculum Sustainability</p>	<p>Ways Forward:</p> <p>Ensure the course is designed to enable flexibility regarding the inclusion of Cross Curriculum Priorities:</p>

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>That all points mentioned in the scoping paper (ie: rationale statements, Aus Curr Gen Cap.s) are clearly related to course aspects once course is developed.</p> <p>That there is no empty rhetoric left in the rationale that is not clearly explained and exemplified further on.</p>	<p>That perhaps the rationale be simplified into more everyday language.</p>	<p>That the course rationale, General Capabilities align within the course document</p>	<p>Ways Forward:</p> <p>Review the language used in the rationale</p> <p>Ensure that the course rationale, General Capabilities align within the course document</p>