Tranche 1 – Phase 4 – English Inquiry Level 3

Total Responses = 2

Organisations represented	Group	Individual
2	1 (representing 4 individuals)	1

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
Learning Outcomes do not match Key Knowledge and Key Skills (new words like 'context' 'medium' appear here, but not in outcomes).	Regarding Module 1 suggestion of mismatch, i.e. that 'context' 'medium' do not appear in the LO's, the Learning Outcomes are aligned to the *SSAC Essential English* LO Units 3 and 4.
Feedback on Learning Outcomes include: • Module 1 Learning Outcomes are very generic (3 and 6 are ok) • Module 2 Learning Outcomes 3 and 7 unique to pre-tertiary English, others too general (as above for Module 1) • Module 3 Learning Outcomes – repetitive and generic	Learning Outcomes (LO) describe the major dimensions of content. The Module 1 LO 'Create oral written and multimodal texts…' is an SSAC Essential English Learning Outcome. It aligns to the Module 1 course content through the organiser 'How to create a range of texts' – where 'context' and 'medium' are represented. LO 1 and 2 specifically address the TASC Everyday Adult Standard Reading, writing and communication in English. LO 3,4,6,7,8 address SSAC Essential English. LO 5 is generic to align with Inquiry Skills.

Key themes	Years 9 to 12 Learning Response
	The organisation of the LO aligns to Years 9 to 12 course template and design, which is why they are repetitive.
	Module 1 LO align to content: (knowledge, skills) as LO 3,4,6 are SSAC Essential English LO's. Module 1 content: (knowledge, skills) is SSAC Essential English.
Further clarification about difference between terms 'point of view' and 'perspective' is required. Despite stating that the terms are used differently in each module, the terms are used across both modules.	Noted. The Glossary contains these definitions: • Point of view in a text is the position from which the subject matter of a text is designed to be perceived and judged. The writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text. • Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. Readers and viewers may be positioned to accept or reject particular perspectives. Shared perspectives are markers of groups.
Feedback or queries regarding the course criteria include the following: • Criteria need to be changed – combine 1 and 2 (too much overlap), 3 is fine, 4 should delete "written", 5 states not externally assessed, but is part of the folio, 6/7/8 are fine, make a new criterion relating to creating Imaginative Texts. Last 2 elements of C1 should be moved to C5 (relating to inquiry). • Query about number of criteria assessed (total of 8). 6-7 criteria are	Years 9 to 12 Learning Course Design requires 8 criteria in each course across each subject. Only 5 criteria can be externally assessed. **C1** is externally assessed. C1 elements 4 and 5 concern academic integrity. As the Folio is externally assessed, it is imperative that academic integrity is externally assessed. **C1 and C2:** C1 deals with control of language, C2 focuses on oral communication, presentation and multimodality. It is a requirement of the TASC Everyday Adult Standard Reading, writing and communication in

Key themes	Years 9 to 12 Learning Response
enough. What is the difference between C2 and C4? • Difference between C 6, 7 and 3 needs clarifying.	English, that the standards are embedded in a range of assessment criteria. **C4** focuses on creating texts in a range of modes aligning to *SSAC Essential English Content*. It focuses on context, purpose, audience, persuasion, argument and the craft of composition. Regarding the request to remove 'written' from **C4**. **C4** enables assessment of the *SSAC Essential English* content, includes a range of texts in *different mediums* and *modes*, as such the focus is on oral, written and multimodal texts. **C5** is not externally assessed. It is included in Module 3 to assess internal student application of inquiry skills and generic research and time management skills. **C6** is specific to Module 1, it aligns to the *SSAC Essential English descriptor* and focuses on Point of View as defined in the glossary. i.e. Point of view in a text is the position from which the subject matter of a text is designed to be perceived and judged. The writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text. **C7** is specific to Module 2. It aligns to the *SSAC Essential* English *descriptor* and focuses on Perspective as defined in the glossary. i.e., Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. Readers and viewers may be positioned to accept or reject particular perspectives. Shared perspectives are markers of groups. **C7** also includes ethical understanding to align with the transdisciplinary focus of the module.

Key themes	Years 9 to 12 Learning Response
	Re Imaginative texts: All types of texts are enabled through the design of the assessment criteria.

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
English Inquiry 3 – work requirements are too much, double the current English 3 and Lit 3 courses and current Writing folios 5000-8000 for the whole year.	Noted and revised accordingly in comparison of work requirements (internal and external assessment arrangements) for all level 3 English courses.
Work requirements: Reflective Statement word count not sufficient to reflect on three substantial texts; word limits for persuasive and creative responses in folio are too high (1000-1500 more realistic).	Noted. Reflective statement is the same size as English Literature.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
No feedback received.	No action required.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Feedback on the text requirements included: • Text requirements (Appendix 6) should not be an appendix, should be embedded within modules. • Glossary should be at the back of the document. • Each Module should start on a new page – a big chunk of text to access. • Language is more accessible than Level 1 Inquiry but very vague. All very repetitive.	Noted. Please refer to the Years 9 to 12 Learning decision regarding the course template layout.
How does the course fit into the school year/timetable? Query about the time required to compose the folio and whether the due date for folio would eat into allotted module duration (Term 3).	This would be a School Based Decision.