Tranche 1 – Phase 4 – Essential Mathematics Level 2B

Total Responses = 3

Organisations represented	Group	Individual
3	1 (representing 5 individuals)	2

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
One respondent provided feedback that the content is good, and another provided no feedback on content which can be taken to assume that they didn't see any issues with the content.	Noted.
Another respondent made the statement that "the content of Essential Maths 2B is similar in many aspects to the current General Mathematics – Foundation course'. They suggest that this is above the level for most current Workplace Maths students and is not a real alternative to the Essential Mathematics 2A course. They also query whether the name may mean that students associate 'Essential' with very easy and incorrectly choose to enrol in a higher level maths course when this is the syllabus they should do.	This course and the proposed Essential Mathematics Level 2A draws content from the Essential Mathematics Australian Curriculum Framework Units 1-4 which is nominally 240 hours of study. For this reason, in order for students to engage with and master all of the concepts and skills, a two-year pathway would be most appropriate. This alignment to the Australian Curriculum materials means that this course covers some material that was previously not covered in TASC-accredited course offerings. In response

Key themes	Years 9 to 12 Learning Response
	to feedback that this course is above the level of the current Workplace Maths course, we would agree. Studying Essential Mathematics Level 2A and Level 2B enables learners to cover a greater breadth of concepts over a two-year pathway, or if their skills are already equivalent to that of studying Workplace Maths, they could engage in this course in Year 11. This alignment was a recommendation of the ACER review into Tasmania's Education in years 9 to 12. Additionally, the review found that Tasmania's Level 2 courses were lower in difficulty than equivalent courses in other Australian jurisdictions and the recommendation was made to increase the rigour of these courses. The content in this course will be of benefit for learners who have attained a 'C" rating, or at absolute worst a 'D' rating with evidence of sufficient basic number skills and operations in Year 10 of the Australian Curriculum, or alternatively learners who have successfully completed the proposed Essential Mathematics Level 2A or if appropriate the proposed Essential Mathematics Level 1. The Course Guide will provide a description about each course, its intended cohort, pathway information and course details. Additionally, providers would be encouraged to offer students counselling in their subject choices.

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
One respondent stated the work requirements seem reasonable and achievable for students and another respondent provided no feedback on work requirements which can be taken to assume that they didn't see any issues with the proposed work requirements. Another respondent queried what is meant by a 'connected series of short responses'. They also wondered whether 'at teacher discretion' and 'at provider discretion' could be used interchangeably.	The work requirements of a course are designed to provide opportunities for students to demonstrate achievement of the learning outcomes through a mix of assessment types. Within the policy outlined by the Office of TASC it is clear that teachers may choose to set additional assessment items, providing greater opportunities for students to engage in learning and demonstrate their knowledge and skills. It is also outlined that ultimately a teacher will determine the appropriate rating for the relevant criteria by considering, on balance, evidence of achievement from completed assessment tasks, work requirement or otherwise. The work requirements in this course are designed to enable as much agency as possible for teachers. A connected series of short responses is designed to enable engagement with concepts throughout the module. These could be frequent but short opportunities to demonstrate achievement such as engaging with individual items at a time when learners have engaged a new concept or could be done in less frequent, larger assessments such as an end of topic assignment that connects multiple items. Teachers will be best placed to determine the assessment schedule and processes for learners in their class.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
One respondent stated they would like to see schools or students choose their own Essential Level 2 course by choosing Module A, B and C from either course (e.g. must choose a finance module, a statistics module and a measurement module) from the two available.	There is potentially great merit in enabling students to create their own course based upon selection of modules from Essential Mathematics Level 2A and Level 2B according to interest, need and pathway. At this point in time there is no option for this to occur, however, policy regarding modularisation and micro credentialing is still under development/ consideration. This feedback has been referred more broadly to Years 9 to 12 Learning, who are exploring how modularisation could benefit learners.
Another respondent stated they would like to see the development of some examples of satisfactory tasks which would mee the work requirements listed. A respondent suggested that class activities/ booklets, along with CANVAS materials, detailed assessment activities should be included to support implementation. They also asked for facilitation of providers to work together to help create learning and assessment resources through time and shared Teams sites.	A set of baseline resources, including a sample scope and sequence, a curriculum implementation guide and example learning activities will be developed and made available prior to implementation in 2023. Additionally, communities of practice through Microsoft Teams will provide opportunities for teachers to collaborate with one another, share ideas and resources and build collective understanding and expertise in the delivery of the course.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
One respondent asked for Professional Learning on assessing tasks against some of the newly developed criteria and standards (C2, 4 and 5)	The criteria have been written in alignment with the Learning outcomes and achievement standards of the Essential Mathematics Senior

Key themes	Years 9 to 12 Learning Response
One respondent believes that C5 is not worthy of its own criteria and would like to see C4 and C5 merged and an additional maths content criterion separated from C6-8.	Secondary Framework, as mandated by the Senior Secondary Accreditation Framework. Additionally, criteria have been written to fit with the nominated course structure of 3 x 50-hour modules with focus criteria assessed within each module. The criteria have been assessed by the Office of TASC as part of the health check process and will again be evaluated as part of the final accreditation submission. While one respondent has stated that C5 is not worthy of its own criteria, all other feedback received has found it to be appropriate. No action taken.