

# Tranche 1 – Phase 4 – Draft Course

## General Mathematics Level 2

Total Responses = 7

Organisations represented	Group	Individual
7	3 (representing 14 individuals)	4

## Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One group of respondents suggested that there may need to be additional examples to support teacher understanding.</p> <p>This group also suggested that for Criterion 6 the phrase ‘techniques with and without technology’ should be included for B and C ratings.</p> <p>Another group and an individual were happy with the proposed content changes; however, the group queried the inclusion of the trapezoidal rule outside the context of calculus.</p> <p>An individual noted that the course content and criteria are nicely explained and very ‘doable’.</p> <p>Another individual commented on the ‘calculate payments’ content and suggested this would be difficult to do as the information changes regularly. They also stated that the ‘statistical investigation</p>	<p>Upon review of this course and General Mathematics 3, there have been some changes to the structure. This has enabled the following changes to be made that are in response to feedback:</p> <ul style="list-style-type: none"> <li>• Trapezoidal rule content has been removed</li> <li>• More explicit content relating to problem-solving, reasoning and the statistical investigation process has been included</li> <li>• Criteria 3 and 4 have been amalgamated</li> <li>• An additional ‘content’ criterion has been included which has realigned the balance between ‘content’</li> </ul>

Key themes	Years 9 to 12 Learning Response
<p>process' will need to be clarified and clearly laid out and given greater emphasis than 'review'.</p> <p>Two separate individuals suggested that they could not see how they would separate assessment of Criterion 3 and Criterion 4. This was supported by a group of five respondents who could see overlap.</p> <p>A group of respondents suggested that with the inclusion of three extended problem solving tasks there was too much content in the course. They stated that there had been no content removed from the existing course.</p> <p>An individual noted potential misalignment between the content for solving simultaneous equations and the standards.</p>	<p>criteria and application/process criteria to 4 each.</p> <p>There had in fact been content removed from the existing course. The planes and graphs content is not in Phase 4 or the current draft of this course. The extended problem-solving tasks have been lowered to two across the course.</p> <p>Amended content so that both graphical and algebraic methods are explicitly named up.</p>

## Work Requirements

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

Key themes	Years 9 to 12 Learning Response
<p>An individual noted that the work requirements seem manageable.</p> <p>An individual suggested the work requirements were good, however, would want further clarification about standardising these across the state.</p> <p>A group of respondents suggested that the benefits of three extended problem-solving tasks could be more suitably replicated through several smaller investigations.</p> <p>An individual questioned the size of the work requirements, stating that the presentation requirements and word processing skills would be beyond the type of students taking this course.</p>	<p>Upon review of this course and General Mathematics 3, the overall structural change has enabled for the number of extended work requirements to be decreased from three to two. Both of which will have a slightly smaller size than in Phase 4.</p> <p>These changes will enable the work requirements to be more manageably implemented. These are well within the expected complexity for a Level 2 course.</p>

## Support for Implementation

### Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
<p>Two groups indicated they would like worked examples of A, B and C standard questions.</p> <p>One group would like to see a week-by-week sample scope and sequence to see how the course content would be covered including allocated time for work requirements.</p> <p>Two separate individuals asked for the name of resources such as textbooks that would support the course.</p> <p>An individual asked for Professional Learning around new content such as Government allowances, cultural mappings and spreadsheets.</p> <p>An individual raised concerns about the resource requirements including access to computers and the internet stating that this would disadvantage students who face socioeconomic disadvantage. An additional individual stated this issue may occur due to the need to create spreadsheets in some aspects of the content.</p>	<p>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.</p> <p>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.</p> <p>Further Professional Learning regarding new content will be made available during 2022.</p> <p>The course is written to enable students to engage with content in the Australian Curriculum General Mathematics Framework (Units 1 and 2). As such, there is an emphasis on spreadsheets and use of technology that cannot be avoided. Providers will need to ensure that they make arrangements to ensure access to necessary equipment.</p>

## Further Feedback and General Comments

### Summary of other feedback

Key themes	Years 9 to 12 Learning Response
<p>A group of respondents stated that we need to be careful not to be too driven by assessment.</p> <p>An individual stated that with only three 'content criteria' that the mathematical rigour has been lowered.</p>	<p>The restructure of this course and General Mathematics 3 has enabled a more balanced number of criteria that reflect 'content fluency' and 'extended applications of problem solving and reasoning'.</p>