

# Tranche 1 Scoping Papers



FEEDBACK SUMMARY – (Maths - General Mathematics Levels 2-3)

RESPONSES: 2      REPRESENTING: 7 people

Existing Courses - Strengths and Weaknesses - feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Gen 2-3 fairly well rounded but some content in both are not relevant to the original aims of the course. Units are unbalanced in terms of time and content.	I would like to see much more of content and assessment instruments linked to the Standards via the elements. This is a big limitation in the present situation.	Content is in general terms, appropriate in both courses, however balance of time and content should be reviewed.	<b>Ways Forward:</b> Responses received were consistent with proposed direction of course development. Balance of time and content will be aligned to Australian Curriculum: General Mathematics and other jurisdictions.
None provided	None provided		

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Agree	How does this fit into the Tasmanian situation?	<p>Questions raised relating to generic aspects of the 9-12 Project:</p> <ul style="list-style-type: none"> <li>• Assessment of learning for Level 2 and Level 3 courses</li> <li>• Tasmania context: 150 hour courses and students' ability to study pre-tertiary courses in Year 11</li> </ul>	<p><b>Ways Forward:</b> FAQ developed from 9-12 Learning to address all general questions relating to course design features and structural implications for schools.</p>
Agree	How do students transition from level 2 - 3. Is that an exam for both levels?		<p><b>Ways Forward:</b> Assessment will be considered and planned during course development.</p>

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	1	1	0	0

**Ways Forward:**

The response provided does not represent disagreement with proposed course rationale. Proceed as planned and gather more information to garner additional support.

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	2	0	0	0

**Ways Forward:**

All respondents indicate that the course rationale is placed in the appropriate focus area. Proceed with 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
Yes	Would like to see much more detail in this area.	<ul style="list-style-type: none"> <li>The feedback was divided regarding the alignment of the course with specific General Capabilities.</li> <li>No suggested ways forward were suggested, however, additional detail was sought.</li> </ul>	<p><b>Ways Forward:</b></p> <p>To seek further feedback from:</p> <ul style="list-style-type: none"> <li>- the LAG</li> <li>- stakeholders at the next formal course consultation</li> </ul> <p>To provide further detail in future stages of the course development process.</p>
No	None provided		

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Too early to get a full appreciation of this	None provided	<ul style="list-style-type: none"> <li>Not able to provide feedback on this to this stage</li> </ul>	<p><b>Ways Forward:</b> Course should be designed to enable flexibility regarding the inclusion of Cross Curriculum Priorities:</p> <ul style="list-style-type: none"> <li>as themes through which investigations or problems can be framed</li> <li>as optional lenses through which the content can be taught</li> </ul>
None provided	None provided		

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>The scoping paper for Gen2-3 mentions Trig and world geometry but world geometry is also in Essentials 3.</p> <p>I would not like to see only 7 criteria for Gen 3.</p> <p>I would like to see much more of content and assessment instruments linked to the Standards</p>	None provided.	<ul style="list-style-type: none"> <li>Clarification of content including: <ul style="list-style-type: none"> <li>the relationship to the content in other courses</li> <li>a desire for consistency in the length and depth of content in each topic</li> <li>a clear connection and line of sight between</li> </ul> </li> </ul>	<p>Response:</p> <ul style="list-style-type: none"> <li>General Mathematics 2 will study applications of trigonometry and geometry but World Geometry will not be covered in this course and was erroneously included in the Scoping Paper.</li> <li>Students who complete General Mathematics 2 would not be precluded from studying Mathematical Methods Level 3, but consideration would need to be given based upon student attainment and other factors including intended pathways.</li> </ul>

<p>via the elements. This is a big limitation in the present situation.</p> <p>Some content of Gen 2 is clumsy. Shape and Measurement is too long compared to the other units.</p> <p>Will this allow for direct movement from gen 2 to MM3?</p> <p>Do we report against each module?</p> <p>Are the modules 50 hours and equally weighted?</p>		<p>the content, assessment instruments and criterion and standard elements.</p> <ul style="list-style-type: none"> <li>• Questions about modules and pathways including: <ul style="list-style-type: none"> <li>- queries about reporting and weighting of modules</li> <li>- a query about movement from General Mathematics 2 to Mathematical Methods 3</li> </ul> </li> </ul>	<p><b>Ways Forward:</b></p> <p>Continue with proposed course development, noting feedback received regarding length, balance and weighting of content and clear line of sight between content, assessment instruments and standards.</p> <p>To seek further feedback on the above from:</p> <ul style="list-style-type: none"> <li>- the LAG</li> <li>- stakeholders at the next formal course consultation</li> </ul> <p>FAQ developed from 9-12 Learning to address all general questions relating to course design features (including modules) and structural implications for schools.</p>
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