

Tranche 1 – Phase 4 – Draft Course

Global Futures Level 2

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
There are too many criteria.	There is a fixed number of criteria per course.
More focus should be placed on the student reflecting on and evaluating the success/ effectiveness of the project.	Reflection and evaluation make up approximately one-third of the project work requirement. All of Criterion 3 and Element 3 of Criterion 8 are about evaluation. With that in mind, and in lieu of specific suggestions, it is difficult to respond further.
There could be better use of language surrounding criteria 5, 6 and 7 to provide clear delineation.	Criteria will be further checked and refined for clarity prior to submission for accreditation.

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
One respondent asked if, in Level 2, there was a risk of the project becoming teacher led.	We trust teachers to do what is best for students.
That same respondent said work requirements in Level 2 seemed realistic.	Noted.
Another respondent said there were heavy work requirements. They said this would end up using the work requirements as the only assessment tasks. That respondent also said students would not sign up for the course because of the word count.	Noted. Additional assessment is not required by the course. Feedback should be provided to learners where it is needed. Work requirements' 'size' falls within a similar range for all courses at the same level. The size range of the work requirements will be checked again with critical friends.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Examples of the student inquiry projects could be helpful.	This question / suggestion will be shared with baseline resource developers.
It is unclear how much time should be spent teaching students how to be activists.	This question / suggestion will be shared with baseline resource developers.
What are the supervision implications of the project?	This question / suggestion will be shared with baseline resource developers.
Providing more scope for the development of metacognitive skills would be beneficial.	This question / suggestion will be shared with baseline resource developers.

Key themes	Years 9 to 12 Learning Response
In Module 3, should students do an in-depth study into a sustainable development program that is already happening? (e.g. cleaning crown of thorns starfish out of the river). This would build a sense of community, and a report could be written about analysing the effectiveness of the community organisation.	This question / suggestion will be shared with baseline resource developers.
Links could be established with Government and Non-Government organisations to support delivery.	This question / suggestion will be shared with baseline resource developers.
Extensive examples of projects for Module 3 could be updated annually to keep the course current.	This question / suggestion will be shared with baseline resource developers.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
It is difficult to see where in the course students develop metacognitive skills to then be assessed on.	Metacognitive skills should be explicitly taught in each module. They are part of the content of the course.
The lack of subject specificity could deter students.	Pathways into and from the course should be explicit and readily apparent to students.
Will there be additional financial support provided to schools who deliver this course?	There won't be any additional funding provided to schools to deliver the course. A set of baseline resources will be developed to assist in the implementation in schools.