



Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (Science - Introductory Science Level 1)

RESPONSES: 2 REPRESENTING: 10 people

Strengths and Weaknesses of existing courses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided	None provided	None provided	Ways Forward: Course development will progress as planned.
None provided	None provided	None provided	Ways Forward: Course development will progress as planned.



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Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided	None provided	N/A	N/A
<p>With reference to the questions above, "chosen content" is not explicit, nor are the "skills, knowledge and understanding students will develop".</p> <p>The name of the course is not ideal. Students who have disengaged from science at some point during years 7 - 10 are not likely to be attracted by a course called "introductory science". Science for work, workplace science, essential science, or something similar may be more attractive to students and help them to see the relevance of the course</p>	<p>With respect to the "Pathways" heading, Introductory Science Level 1 cannot realistically be seen as continuing from the Years 9 - 10 AC Science content. It seems more likely that it will be a course aiming to fill in gaps in student knowledge from the Years 7 - 10 AC Science content.</p>	<p>The course content is not clear from the rationale.</p> <p>The name of the course needs to be considered with respect for attractiveness to students. Possible names include: <i>Essential Science</i> or <i>Workplace Science</i></p> <p>The course appears to aim to fill in the gaps from Years 7-10 <i>Australian Curriculum Science</i> rather than continuing on from Year 10</p>	<p>Response:</p> <p>The specific content is not clear from the Scoping Paper.</p> <p>As the name of the course is part of a suite of Level 1 courses, a name change will have to be considered across Learning Areas.</p> <p>Agreed. Learners who achieve in Year 10 Australian Curriculum Science should be considering Level 2 courses and not Introductory Science.</p> <p>Ways Forward:</p> <p>Ensure that specific content is clearer within further documentation.</p> <p>Suggest that 'Introductory' be reconsidered across Level 1 courses. Suggestions include: <i>Essential Science</i> or <i>Workplace Science</i>.</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
1	0	0	1	0

Ways Forward:

The response of disagree relate to a lack of clarity of detail of content and are responded to in the responses above.

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
1	0	0	1	0

Ways Forward:

The response of 'disagree' to the placement within a Focus Area relate to the suggested issues with the name (see above). A change of name may mean a change of Focus Area to represent the intent of course as represented by the name, for example from Personal Futures to Work-based Learning.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	However it will be very interesting to look at the academic differences between Year 10 and this Level 1 course. Usually the low level of academic students in Science can't wait to get out as they have met with failure for many years. The purpose and reasoning behind this will need to be looked at from the perspective of do we as a school offer this course to our top year 10 students, then will it be enough for the Physical Sciences Level 3 the following year	<p>The similarities and differences between Year 10 Australian Curriculum Science and Introductory Science will need to be articulated.</p> <p>The pathway in and out of the Introductory Science need to be clearer.</p>	<p>Ways Forward:</p> <p>The similarities and differences between Year 10 Australian Curriculum Science and Introductory Science will need to be articulated.</p> <p>The pathway in and out of the Introductory Science needs to be clearer.</p>

Yes	<ul style="list-style-type: none"> - specific content is required for more detailed feedback to be provided. - "designed to enable teachers to design courses..." is not ideal. Teachers will be more inclined to offer the course if specific content is provided, even if contexts are left to the discretion of the teacher/school. 	<p>Further detail is required in relation to the content of the course.</p> <p>Course design should ensure content is defined and the context of learning is flexible.</p>	<p>Ways Forward:</p> <p>Further detail is required in relation to the content of the course.</p> <p>Course design should ensure content is defined and the context of learning is flexible.</p>
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Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
None provided	None provided	No feedback provided	<p>Ways Forward:</p> <p>Course development will progress as planned.</p>
<ul style="list-style-type: none"> - environment: climate and pollution - health - mathematics - data-driven decision making - citizenship 	<p>We see the potential benefit of this course in its ability to engage students who have disengaged from science in high school, and who do not see its relevance in their lives.</p>	<p>This course has the potential to engage students who have not seen the value of science yet.</p>	<p>Ways Forward:</p> <p>Flexibility to link across the curriculum should be prioritised through agency within valued contexts for learners.</p>

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
None provided	None provided	None provided	<p>Ways Forward:</p> <p>Course development will progress as planned.</p>
<p>For this to happen the course needs to be closely aligned to science in the workplace. Appropriate themes could include:</p> <ul style="list-style-type: none"> - health and disease in the context of personal hygiene, pet care, cleaning, food preparation and storage - scientific method and the use of data to make decisions - the earth, moon, sun, seasons, tides, day/night - food production - plant growth and animal care/farming - environment - climate change, pollution, clean water - basic science of minerals and mining - weather in the context of planning and safety - maritime 		<p>There needs to be strong alignment between this course and science in the workplace.</p> <p>There are many applications of science in the workplace and beyond, including:</p> <ul style="list-style-type: none"> - health - scientific method and the use of data to make decisions - the earth, moon, sun, seasons, tides, day/night - food production - environment - basic science of minerals and mining - weather - body systems and chemistry - food preparation 	<p>Ways Forward:</p> <p>There needs to be strong alignment between this course, science in the workplace and learners' broader lives.</p>

<p>activities, fishing, hiking and guiding</p> <ul style="list-style-type: none">- body systems and chemistry in relation to medication, drug and alcohol use- chemistry in the context of cooking and food preparation		<ul style="list-style-type: none">- car safety	
<ul style="list-style-type: none">- physics in the context of learning to drive and obtaining a licence... speed, acceleration, force and car safety			