

Tranche 1 – Phase 4 – Draft Course

Essential Mathematics Level 1

(Note: Formerly called Essential Mathematics 1)

Total Responses = 3

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

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One respondent was happy with the breadth of content, stating that it covers all the topics you would expect.</p> <p>Another respondent suggested it was difficult to identify if the content was appropriate without a clear indication of who the course was aimed at.</p> <p>A respondent suggested the course was extremely full of content.</p>	<p>Proceed as planned.</p> <p>Whilst there is a breadth of content, all topics are necessary to prepare learners to undertake Essential Mathematics A Level 2 or Essential Mathematics B Level 2 in future.</p> <p>For learners who are unable to engage successfully with the breadth of content, they would be better suited to the proposed course Numeracy Level 1.</p>

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
A respondent suggested the work requirements were good.	Noted.
A respondent stated that detailed exemplars would be useful for establishing uniform assessment across providers.	Example work requirements will be developed as part of the suite of baseline resources to support implementation.
A respondent liked the project focus of one work requirement and questioned whether all three modules could be more project-focused with the opportunity for short responses to be included but perhaps not the focus.	Suggestion accepted. The focus of the work requirements on personally relevant situations is conducive to the short responses being compiled together as a project.
Another respondent stated that it would be beneficial to know the breakdown of expectations in terms of major and minor tasks.	<p>Example work requirements will be developed as part of the suite of baseline resources to support implementation.</p> <p>The three prescribed work requirements are all considered to be substantial, which is expected to align to the 'major' assessment task requirement identified in TASC policy.</p>

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
A respondent stated this course will be a great option for lower ability students who previously undertook workplace maths. They also stated it would be wonderful if students who achieved success in this course could receive the Numeracy standard and believed that the content and standards of this course do demonstrate everyday adult numeracy.	The Curriculum Leader has demonstrated that the content and standards of this course enable learners to demonstrate the success indicators that are outlined in ACSF Level 3. However, it is Office of TASC policy that courses must be in Level 2 of the Level of Complexity so there is no ability for students to demonstrate the everyday adult standard in this course.

Key themes	Years 9 to 12 Learning Response
<p>One respondent suggested that Appendix 6 was a valuable addition but raised a concern that ‘with support’ is only included for some elements in the standard descriptors. They questioned whether students undertaking a Level 1 course should be expected to complete any of the course without support.</p>	<p>The course is designed to align to ACSF Level 2 and 3, which means that learners may be expected to complete learning activities with support. However, as the B and A standard descriptors are demonstrating a greater level of understanding, learners will transition away from requiring prompting or guidance to start to work more independently.</p> <p>The Curriculum Leader will review the standard descriptors to ensure this balance is reflected for each criterion.</p>
<p>Another respondent asked whether the access requirement of ‘collaborates with others’ would preclude someone from studying the course online if they were the only student.</p>	<p>The term ‘others’ may include collaborating with the teacher to determine a plan of action. As such, a student in this instance would be able to access the course.</p>
<p>All respondents indicated that exemplars of the work requirements and learning activities would be beneficial to support implementation of the course along with examples of ‘A’, ‘B’ and ‘C’ standard work against the work requirements.</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>

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
No responses received.	No action required as no responses received.