

Tranche 1 – Phase 3 – Initial Draft Course

Project Based English Level 1

NOTE: Feedback received agreed with the proposed name change for this course to English Inquiry Level 1.

Total Responses 2

Organisations represented	Group	Individual
2	1 (representing 8 individuals)	1

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent identified the concepts and metalanguage used are too challenging for cohort.	Review and revise metalanguage used in course document and adjust where able and appropriate.
The group response identified that: <ul style="list-style-type: none"> connecting and applying ideas and understandings is central to transdisciplinary study the specific way in which learners will exhibit their work will depend on the different school circumstances. 'Reflection' is a higher order process and students at this level will need significant scaffolding to help them. 	Noted.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Requires greater clarity regarding target learner.	The group response supported the rationale. The rationale has been refined to identify target learners.
The literary knowledge was identified as not of value to the learner cohort. The study of English as a driver for the course not appropriate and should be at Level 2.	The Australian Curriculum English Foundation and Year 1 learners engage with literature: provide further clarification and exemplars about texts for this course and define literary texts.
The preferred focus for the course is literacy.	English Inquiry is an English course not a literacy course.
The prescribed critical and creative thinking out of students grasp.	Engagement in critical and creative thinking is appropriate and attainable for these learners as evidenced in the Australian Curriculum General Capability learning continuum. Elaborations will be provided in supporting documentation.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent disagreed with the inclusion of critical and creative thinking capability and intercultural understanding capability, however the group response agreed with the capabilities.	Critical and creative thinking and intercultural understanding capabilities clearly align to the discipline of English and are articulated in Senior Secondary Australian Curriculum Essential English content for which this course provides a learning progression.

Key themes	Years 9 to 12 Learning Response
<p>All respondents agreed that capabilities have been embedded.</p> <p>One respondent suggested personal and social capability and information and communication technology (ICT) capability be included.</p>	<p>The addition of personal and social capability and information and communication technology (ICT) capability to this course would require additional content and explicit assessment.</p> <p>Additional generic content would increase the size of content in the course modules and criterion elements. It would reduce the focus on English specific skills.</p>
<p>A respondent questioned the inclusion of Asia and Australia's Engagement with Asia and noted that it was extremely challenging.</p>	<p>Providers will choose which Cross-Curriculum Priorities to engage with, suitable for their cohort.</p>

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>The group response agreed that the pathways allow a range of learners to access the course.</p>	<p>Noted. Continue with course development as planned.</p>
<p>One respondent identified that continuity from Preliminary English Stage 4 is not clear.</p>	<p>The course is a Level 1 course and is aligned to the relevant levels of ACSF (Level 1- 2).</p>
<p>One respondent identified that reference to EALD learners and learners with disability are omitted from the course document.</p>	<p>There is a Level 1 course for EALD learners.</p> <p>As with all courses, delivery of the course content can be differentiated, and adjustments can be made for students with a learning disability.</p>

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement was generally strong.	Continue with course development as planned.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Request for specific information on how Module 2 develops from Module 1.	Adjust module descriptors to show progression.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Learning outcomes supported, but request for rewording to simplify Modules 1-3.	Review Learning Outcomes and reword where appropriate.
A provider identified aspects of key knowledge and skills not appropriate, or too higher order for cohort.	Review content and adjust where appropriate. Provide examples next to content to exemplify Level of Complexity.
Module descriptors too lengthy. Request to reduce number of content descriptions in each module.	Acknowledge content descriptions are replicated in each module. Review and make amalgamations where appropriate.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Most respondents agreed with number of criteria and alignment to learning outcomes. One respondent suggested a reduction from six to four criteria.	Provide rationale for construct of the criteria to provide clarity.
There was support for Criteria 1 and Criteria 3, however, Criteria 2 Element 2 was deemed challenging.	Review Element 2 of Criteria 2.
An overlap in some criteria was noted.	Review criteria for overlap and repetition.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
No comments provided.	Continue with course development as planned, adjusting as necessary.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One respondent suggested that the language in the document needs to clearly support the notion of everyday life and work.	Review language in document. The Focus Area is Transdisciplinary Projects, not Work-based Learning. However, providers can make transdisciplinary connections to the context of work.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Issues with work requirements and maximum word count requirements.</p> <ul style="list-style-type: none">• Word count for Level 1 short response should be 30-60 words.• Word count for extended response of 500 words is too long.• 50 words does not equate to a 2-minute multimodal presentation.• 500 words does not equate to a 3-minute multimodal presentation.	<p>Provide clarification regarding how maximum word counts work.</p> <p>Request a review of prescriptions for work requirements in terms of alignment between words and modality.</p>

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One respondent identified that the Glossary was not coherent with the course document.</p>	<p>Review glossary to ensure coherence.</p>
<p>Clarification of the stage of understanding for Textual Concepts is sought.</p>	<p>Review representation of Textual Concepts and Level of Complexity.</p>

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One respondent noted that the course has noble ambitions but is too in-depth and complex for learners.</p>	<p>Review course document and adjust where possible and appropriate within prescribed boundaries.</p>