

Tranche 1 – Phase 3 – Initial Draft Course

Project Based English Level 2

NOTE: Feedback received agreed with the proposed name change for this course to English Inquiry Level 2.

Total Responses 7

Organisations represented	Group	Individual
6	5 (representing 26 individuals)	2 individuals

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
There was overall general agreement with Focus Area information.	Continue with course development as planned, adjusting where possible and appropriate.
Concerns were expressed about some of the terminology (engage and ideate, connect and apply, exhibit and reflect).	There will be opportunities for Professional Learning for providers to clarify terms and key features.
More detail could be provided in the Focus Area information.	Noted. The length of the Focus Area information is prescribed.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with Rationale.	Continue with course development as planned, adjusting where possible and appropriate.
Rationale is clear although it could be reduced in length.	The Rationale section has a prescribed word count.
There is a need for greater clarity regarding the transdisciplinary nature of each module.	Greater clarity about transdisciplinary learning will be provided.
Query over the use of the word 'practical'.	Noted. The term practical has been removed.
Course description is clear – could add what students would produce.	Noted.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Five respondents expressed agreement with the General Capabilities being identified and embedded.	Continue with course development as planned, adjusting as necessary.
Intercultural connections are not clear.	Adjustments to be made to ensure intercultural connections are clear.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Consistent agreement with pathways was expressed.	Continue with course development as planned, adjusting as necessary.
Two respondents queried whether the course should identify the level of achievement appropriate for Year 9 and 10 student entry.	Entry requirements are not included in the Pathways section.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with course requirements.	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
Six respondents expressed agreement with structure, delivery and progression.	Continue with course development as planned, adjusting where possible.
Course progression does not specify whether Modules 2 and 3 could be taken without undertaking Module 1.	Stipulate how modules build on each other and identify that all modules must be delivered in the specified order.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Five respondents expressed agreement with content.	Continue with course development as planned, adjusting where possible and appropriate.
Other respondents noted a need for: <ul style="list-style-type: none">• Reduction in the amount of content• Clarification of 'point of view'• Simplify wording of Learning Outcomes	<p>The course must articulate Senior Secondary Australian Curriculum Essential English Learning Outcomes, content, and standards to enable parity with national standards.</p> <p>Consult with Critical Friends, sponsors and LAG regarding amendments to the course content as suggested.</p>
In Module 1: <ul style="list-style-type: none">• The difference between point of view and perspectives is unclear• Criteria and Appendix are not aligned• Content is amorphous and lacks specificity	Noted. This has been revised as suggested.
In Module 2 and 3 the use of the word practical does not align with the usage in the rationale.	Noted. The word practical has been removed.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
While there was strong agreement with criteria and standards, there were specific queries.	Continue with course development as planned, adjusting where possible and appropriate.
Specific queries to be clarified, include: <ul style="list-style-type: none">• Criterion 4 and its alignment to C2• Density of Criterion 3• Overlap• Assessment of the process of inquiry.	<p>The course must articulate Senior Secondary Australian Curriculum Essential English standards and as such national parity.</p> <p>Considering the feedback, the necessary adjustments will be made in consultation with the Critical Friends, sponsors and LAG.</p>

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with Line of Sight was expressed.	Continue with course development as planned.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with alignment to Curriculum Frameworks.	Continue with course development as planned.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>There was an equal distribution of agreement and disagreement with the proposed Work Requirements.</p> <p>Issues with word count equivalents and modality were noted. Also, one respondent commented about only having maximum word counts stated.</p>	<p>Seek clarification from Years 9 to 12 Learning regarding issues and status of Work Requirements, as these requirements are prescribed.</p>
<p>Module 3 Work Requirement was identified as a lengthy project which posed issues for learner engagement as well as problems for lower ability learners.</p>	<p>Considering the feedback, the necessary adjustments will be made in consultation with the Critical Friends, sponsors, and LAG.</p>

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with the proposed appendices was noted by 5 respondents.	Continue with course development as planned.
There was a request for examples of suggested texts.	Recommendations regarding texts will be made in collaboration with teachers through the English Teams site.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Appreciate the detail showing how modules can be mapped out.	Noted.
Where are the practical applications? There is a lack of connection to employment/work.	This course sits in the Transdisciplinary Projects Focus Area, it is not a Work-based Learning course. However, providers can make transdisciplinary connections to the context of work.
Professional learning about Inquiry Based Learning would be appreciated.	Develop resources and supports for Inquiry Based Learning professional learning.