

Tranche 1 – Phase 3 – Initial Draft Course

Project Based English Level 3

NOTE: Feedback received agreed with the proposed name change for this course to English Inquiry Level 3.

Total Responses 4

Organisations represented	Group	Individual
4	4 (representing 21 individuals)	

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>There was agreement from two respondents about the clarity of the document and how all features are embedded in the course.</p> <p>For two respondents the focus features were not clear.</p>	<p>Continue with course development as planned making adjustments where possible to provide greater clarity.</p>

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with Rationale. Course description sounds exciting and flexible to meet the needs of a range of learners.	Noted. For national parity, the rationale articulates the rationale of Senior Secondary Australian Curriculum Essential English from which this course is derived.
Clarity regarding transdisciplinary nature of each module.	Transdisciplinary connections are not the driver of this course. This will be made more explicit in the Phase 4 documentation.
Inquiry approach should be at the core of the structure.	Inquiry based learning has been identified as a key pedagogical approach for this course.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with General Capabilities.	Continue with course development as planned.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Agreement with Pathways expressed.	Noted.
Request to identify levels of achievement for Years 9 and 10. Request for Tertiary Pathways to be included.	Continue with course development as planned, adjusting where necessary and possible.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Overall 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
Overall agreement with structure, delivery and progression.	Continue with course development as planned, adjusting where necessary and possible.
Concern expressed that the course does not specify whether Modules 2 and 3 could be taken without undertaking Module 1. Elaboration needed on how the Modules build on each other.	Make explicit reference to how modules build on each other and identify that all modules must be undertaken in the prescribed order.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
General agreement with content.	Continue with course development as planned, adjusting where possible and appropriate.
It was noted that Modules 1 and 2 require more clarity about the concepts used. Module 3 concepts were considered clear, although the content was deemed too vague.	The next phase of development will use content organisers and clarify module descriptors. Learning Outcomes will be reworded to align more closely with criteria.
There was a request for a reduction in content.	The course must articulate Senior Secondary Australian Curriculum Essential English learning outcomes, content and standards to enable national parity.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>There was general agreement with the number of criteria and with the actual criteria.</p> <p>One respondent disagreed with the number of criteria.</p> <p>There should be greater alignment and focus in the criteria. It was noted that reflection needs to be in the criteria.</p> <p>Criteria 2, 4, and 5 should be revised for consistency.</p>	<p>Continue with course development as planned, adjusting where possible and appropriate.</p> <p>To achieve national parity, the course must articulate Senior Secondary Australian Curriculum Essential English standards.</p>
<p>Assessment of the process of inquiry should be included.</p>	<p>Collaborate with the LAG to determine whether assessment of the processes of inquiry should be included. Assessment of the process of inquiry would add additional assessment and course content.</p>

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>There was good agreement with Line of Sight.</p>	<p>Continue with course development as planned.</p>

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Agreement was noted.</p>	<p>Continue with course development as planned.</p>

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Three respondents disagreed with the proposed Work Requirements, while one respondent agreed with them.</p> <p>There were issues expressed about word count equivalents and modality and stating only maximum word counts.</p> <p>Not all modules represent Transdisciplinary Learning although multiple assessment modes enable transdisciplinary learning.</p>	<p>Seek clarification from Years 9 to 12 Learning re:</p> <ul style="list-style-type: none">• issues and status of work requirements, as requirements are prescribed.• Years 9 to 12 Project definitions: ‘Transdisciplinary: pertaining to or involving more than one discipline’ and ‘Transdisciplinary Projects: learning that incorporates strong discipline knowledge, understanding and skills in interdisciplinary and transdisciplinary ways, creating new outcomes through the interaction between the disciplines e.g., Big History, data visualisation, climate science’.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
General agreement.	Comments noted.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Happy with course content, learning outcomes and standards. Course is relevant and engaging and one that students and teachers will enjoy.	Noted.
Request for a prescribed text list.	Noted.
Uncertainty about the placement of this Australian Curriculum English course in the Transdisciplinary Focus Area.	Collaborate with the LAG to determine whether the course should be situated in the Transdisciplinary Focus Area.