Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (English - Project Based English Levels 2-3)

RESPONSES: 2 REPRESENTING: 9 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
N/A	N/A	No feedback provided	Ways Forward: Course development to progress as planned.
N/A	N/A		

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
How do the categories Discipline Based, Transdisciplinary etc affect course content? What do they actually mean in terms of the curriculum? How will 3 equally weighted modules of 50 hours fit into 4 terms? How will micro-credentialing work with exams?	None provided	• Questions raised relate to generic aspects of the 9-12 Project: • Relationship of 9-12 Focus Areas to the English Curriculum • Structural question: Integrated Model 3x 50 hours and 4 school terms • Relationship between micro-credentialing and examination	Ways Forward: • FAQ developed from Years 9-12 Learning to address generic questions relating to course design features and structural implications for schools.
Nil	None provided		

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
0	1	1	0	0

Ways Forward: The response provided does not represent disagreement with proposed course rationale.

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
0	2	0	0	0

Ways Forward: All nine respondents indicate that the course rationale is placed in the appropriate focus area.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No	None provided	• The feedback was divided regarding the alignment of the course with specific General Capabilities. • No suggested ways forward were suggested.	Ways Forward: To seek further feedback from: • the LAG • from stakeholders at the next formal course consultation
Yes	Nil		

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	• Cross Curriculum Priorities would be enabled through the course content • Inclusion of Cross Curriculum Priorities in course content would need to be designed to account	Ways Forward: Consider design to enable flexibility regarding the inclusion of Cross Curriculum Priorities: e.g. • as electives • as optional lenses through which the content can be taught

		for teacher expertise and student voice/choice	
Individual student projects could potentially link any of the 3 areas but I'm not sure it needs to be specified in the course document. I'd like to think about this more.	There would need to be some parameters in regard to the topics so staff can provide expertise. e.g 6 provide areas which students can choose from.		Ways Forward: • Further consult with stakeholders regarding the nature of projects

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
Do students receive an ATAR or portion thereof at the end of each discrete module? Why are grades 11 and 12 reverting to A-E assessment?	None provided	Questions raised relate to generic aspects of the 9-12 Project: • ATAR and modularisation • A-E Assessment	Ways Forward: • FAQ developed from Years 9 to 12 Learning to address all generic questions relating to course design features and structural implications for schools.
I would recommend that students do 2-3 projects (modules) over the year so the entire year does not depend on the success of one project. Each project could require a different mode/s of production (e.g. a novella, a short film, some	None provided	• Limit the number of projects between 2-3 over 150 hours • Each project could require different modes of production • Introductory module • External assessment – Folio or exhibition	Ways Forward: • Further consult with stakeholders regarding the number and nature of projects • External Assessment as a Folio has been proposed for this course • Flexibility in terms of mode of production essential and a course design feature

form of media, poetry anthology, website, biography etc). There would need to be an introductory module teaching inquiry / research skills. In terms of external assessment, this could be assessed as a folio or exhibition. If it is limited written products, it restricts what students can create.		• If limited to a written product restricts student creativity	