

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – General Mathematics Levels 2-3

RESPONSES: 11 REPRESENTING: 12 PEOPLE

Course Rationale

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
	7	3	2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Aspirational level of rationale	<p>Response:</p> <p>One respondent provided some wording taken from the AC: General Mathematics rationale that could highlight the non-Calculus pathways that are intended to be supported by this course.</p> <p>Ways Forward:</p> <p>Refine wording and present to the Mathematics Learning Area Group (LAG) in February 2021 and then make available in the next phase of consultation.</p>

Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	8	4		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Pathways In	<p>Response:</p> <p>Articulation from Years 9, 10 and 11 along with other courses will be mapped across the suite of courses moving forward.</p> <p>Ways Forward:</p> <p>The initial draft of this and other Tranche 1 Mathematics courses will articulate the preferred pathways for students according to End of Year 9, 10 and 11 results.</p> <p>Considerations regarding QA, staffing implications and PL will be reviewed throughout the ongoing development and implementation of the 9-12 Project.</p>

Learning Outcomes

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
4	8

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Learning outcomes remain generic	<p>Response:</p> <p>Learning Outcomes will be written to provide greater specificity at Level and across courses during the initial course draft. They currently remain non-course contextualised whilst policy decisions are being made regarding the number of criteria and the modular structure of courses, in general.</p> <p>Ways Forward:</p> <p>Learning Outcomes will be refined in line with the content of the course, the number of assessable criteria per module and the structure of modules. This will be shared with the Mathematics LAG before being released publicly in the next phase of consultation.</p>

Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
4	8

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
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<p>Weighting of content within each module:</p> <p>This currently appears to be problematic for General Mathematics 3.</p>	<p>Response:</p> <p>The feedback regarding the weighting of content across the three modules is warranted. An alternative model was proposed during the Tas Ed Talks conference, however, much further detail needs to be considered to ensure each module is equal in its weighting.</p> <p>Details of the course structure including content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration of feedback from the consultation processes, as well as drafting and collaboration with sponsors, CF's and the wider teacher community. Other considerations as represented in this document regarding the final allocation of content across the Mathematics suite will bear significance upon these decisions.</p> <p>Ways Forward:</p> <p>Engage with Critical Friends to determine best distribution of content across the three modules, noting the desire to fully align General Mathematics 2-3 to the AC: Senior Secondary Framework.</p>
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Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
4	8

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Flexibility is considered a strength</p> <p>Alignment to other jurisdictions is considered a strength</p>	<p>Response:</p> <p>It is intended that modules will be able to be studied in any order, however, it may also be beneficial to prescribe some delivery order (particularly in the first year) to assist in</p>

moderation, PL and general collegial support with providers accessing topics at roughly the same pace.

While it has been identified that the ability to access mainland resources is a benefit, it is important to note that there are significant discrepancies in the content offered across jurisdictions.

For example:

Applications of Trigonometry is covered in the equivalent 'Year 11 General' offering in Victoria, Queensland, Western Australia and South Australia/Northern Territory (as proposed in Tranche 1 course development), however, it is in the equivalent 'Year 12 General' offering in New South Wales.

Earth Geometry is covered in the equivalent 'Year 11 General' offering in Victoria, the equivalent 'Year 12 General' offering in Queensland, the equivalent 'Year 12 Essential' offering in Western Australia (as proposed in Tranche 1 course development) and it is not offered in any courses available in New South Wales or South Australia/Northern Territory.

Ways Forward:

Details of the delivery sequence of content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration of feedback from the consultation processes, as well as drafting and collaboration with sponsors, CF's and the wider teacher community.

Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
4	8

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Alignment to Australian Curriculum was identified by many respondents as a strength, however some respondents provided conflicting information stating that some content in existing courses that does not align to the AC would be desirable to maintain in newly developed courses.</p> <p>Some respondents were concerned about the removal of Earth Geometry from the current General 3 course and its impact upon ATAR points and the rigor of the course.</p>	<p>Response:</p> <p>There is a strong desire to align General Mathematics 2-3 to the Australian Curriculum: General Mathematics Framework. While respondents were broadly in favour of this, there was also a strong desire to ensure comparability with other jurisdictions. This is a difficult exercise as for some areas of content, these two intentions are unable to both be met.</p> <p>For example:</p> <p>Applications of Trigonometry is covered in the equivalent 'Year 11 General' offering in Victoria, Queensland, Western Australia and South Australia/Northern Territory (as proposed in Tranche 1 course development), however, it is in the equivalent 'Year 12 General' offering in New South Wales.</p> <p>Earth Geometry is covered in the equivalent 'Year 11 General' offering in Victoria, the equivalent 'Year 12 General' offering in Queensland, the equivalent 'Year 12 Essential' offering in Western Australia (as proposed in Tranche 1 course development) and it is not offered in any courses available in New South Wales or South Australia/Northern Territory.</p> <p>The concern that removal of the Trigonometry and World Geometry section of the current course is heard. There will need to be consideration on how this may enable learners to engage with the proposed content in greater depth and the implications (positive and negative) that this may have.</p> <p>These considerations include:</p> <ul style="list-style-type: none"> - Likelihood of a greater cohort of learners due to increasing numbers resulting from changes to the Education Act and access to course for learners in Years 9 and 10.

- Proposed offering of Discrete Applications of Mathematics that would require learners to have a greater depth of understanding of areas of probability, combinatorics, graphs, networks and decision mathematics
- Relevance of study of applications of trigonometry and Earth geometry for the cohort of learners undertaking General 3 (at the expense of other content)
- Comparability to AC and other jurisdictions

Ways Forward:

Continue to engage with Critical Friends, Course Sponsors and the LAG regarding the consultation feedback, in order to make decisions regarding overall placement of content throughout Mathematics suite of courses and then organise content 'equally' across modules and courses according to level of complexity and desirability of intended learning outcomes for cohort of learners and their anticipated pathways.

This information will inform writing the initial course draft to be made available for the next phase of consultation.

Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
10	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Strong support of placement as Discipline-based course	Ways Forward: Proceed with intended placement of course as Discipline-based study.