

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – Biology Levels 2 and 3

RESPONSES: 6 REPRESENTING: 10 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
2	2		6	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
General comment about the speed of implementation of the Years 9 to 12 Project and Biology going forward as one of the first courses.	Response: The timing of implementation of the Years 9 to 12 Project in relation to course development is available on the years 11 and 12 website and there is still time for significant input within the development process.
Why learners would choose Biology Levels 2 or 3 is unclear.	Ways Forward: Rationale will be updated to make pathways clearer.
Rationale needs refining	Ways Forward: Rationale will be updated after consultation with Critical Friends and Sponsors.

Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	9		1	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
More detailed information is required about pathways into the Level 2 and Level 3 courses.	<p>Ways Forward:</p> <p>More detail will be included to ensure pathways are clear to and from Biology Levels 2 and 3.</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
9	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Differentiation between Learning Outcomes for Levels 2 and 3 confirmed.	Ways Forward: Level of differentiation needs to be maintained through course development
There were questions about how Modules will be implemented and assessed in the future.	Response: How modules will be implemented and assessed is yet to be determined by the Years 9 to 12 Project
The learning outcomes could be improved by using simpler language	Ways Forward: The language within the Learning Outcomes will be simplified wherever possible.

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
2	8

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
There is a lack of clarity and detail within the content.	Ways Forward: Greater clarity and detail will be available in the Initial Draft available for consultation early in 2021
Two priorities emerged:	

<ul style="list-style-type: none"> Delivering content should always be within the context of Science Inquiry and Science as a Human Endeavour Flexibility in order of delivery should be maintained wherever possible A question emerged about why 3 Modules? 	<p>Ways Forward: Flexibility in order of delivery, Science as a Human Endeavour and Science Inquiry should be prioritised within Course Development</p> <p>Response: Pending a response to the consultation in December currently the Integrated Model for Course Design and Delivery requires three modules.</p>
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Delivery Sequence

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

Yes	No
	10

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>As above flexibility is valued.</p> <p>In addition, the need for Biology Level 3 to be successfully achieved without having completed Biology Level 2 was highlighted.</p>	<p>Ways Forward:</p> <ul style="list-style-type: none"> Flexibility will be prioritised as far as possible within Course Development Course design will enable learners who have achieved above standard within Australian Curriculum Years F to 10 (or equivalent) to successfully engage with Biology 3.

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
3	7

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>There was not sufficient detail to understand the relationships between the Content in Levels 2 and 3</p> <p>There should not be too much repetition in Content between Levels 2 and 3.</p>	<p>Ways Forward:</p> <ul style="list-style-type: none">• Where repeated, topics should be in greater depth in Level 3 than in Level 2• Relationships between Content in Levels 2 and 3 should be clearer within the Initial Draft• Rationale for Content choice should be clear and follow a logical structure within the Initial Draft

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	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Biology Levels 2 and 3 belong in Discipline-based Study	Response: Biology Levels 2 and 3 are currently being developed with Discipline-based Study Focus Area