

# Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Essential Mathematics Levels 2-3)

RESPONSES: 4 REPRESENTING: 4 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
	3	1		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Relationship to AC: Framework	<p>Response:</p> <p>The proposed rationale from one respondent taken from the AC: Essential Mathematics is very useful, however, due to word limit constraints cannot be used.</p> <p>Ways Forward:</p> <p>Revisit the rationale to ensure the purpose of the course is captured succinctly, describing what is set out in the AC rationale.</p>

## Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	3	1		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Articulation into the Level 3 course	<p>Response:</p> <p>Articulation from Years 8, 9, 10 and 11 will be mapped across the suite of courses moving forward.</p> <p>Similarly, articulation from Level 1 into Level 2 and Level 2 into Level 3 will be mapped to ensure students are advised appropriately according to their development and readiness to engage with the higher level content and complexity.</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 8, 9, 10 and 11 results.</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
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Concise summary of key themes	<p>Response:</p> <p>The Learning Outcomes should be a 'guiding force' behind course content and pedagogy. They should also be aligned to the criteria and standards to be specifically assessed against as they communicate to students what they are expected to do as a result of successful completion.</p> <p>Learning Outcomes will be written to provide greater specificity at each 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 Learning Area Group (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
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Structure of content and assessment per module	<p>Response:</p> <p>The position described in the draft integrated model is for a 3-module structure. If that position is ratified through consultation, all courses will progress in their development following this structure. Division of the Australian Curriculum: Essential Mathematics Units 1-4 will be across the two levels (and thus 6 modules) of Essential Mathematics. Details of the course structure including the division 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.</p> <p>Ways Forward:</p> <p>Engage with Critical Friends to determine best distribution of content across the 3 modules in each level of the course so as to provide equal 'weighting' and practical division of topics.</p>

## Delivery Sequence

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

Yes	No
1	3

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Not enough information	Response:  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
2	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Alignment to AC: Essential Mathematics Framework  One respondent suggested that the course is too heavy on measurement and is not aligned strongly enough to the AC: Framework. Another respondent suggested that except for 'Earth Geometry' the content does not progress beyond Year 9 and 10 level.	Response:  Earth Geometry represents a topic that can be considered new content for students who have previously engaged with the Year 10 Mathematics curriculum. Additionally, content in Loans and compound interest is a significant extension of what is covered in the Year 10 curriculum. In Year 10, students are expected to "connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies". Within the proposed course, learners will understand compound interest as a recurrence relation, use technology to calculate future values and interest totals, compare the growth of simple and compound interest loans/investments and investigate the effect of changing the interest rate, and/or number of compounding periods on the

future value. Learners will also be exposed to reducing balance loans which is beyond the scope of the Year 10 curriculum.

Many other areas of content require students to apply their understanding to contexts in ways that relate to the world of work and civic life which is well beyond what is prescribed in the Year 10 curriculum. Examples include: performing simulations of experiments using technology and identifying factors that could complicate the simulation of real life events, solving trigonometry problems involving bearings, sketching elevation views and interpreting diagrams of three-dimensional models, and investigating the procedure (including advantages and disadvantages) of conducting census, systematic samples, self-selected samples, random samples and identifying survey procedures, recognising sources of bias and performing data representation techniques including finding the correlation coefficient and using (including recognising the dangers of) interpolation and extrapolation.

Ways Forward:

Continue to develop the content based on the Australian Curriculum: Essential Mathematics Units 1 and 2 for Level 2 and Units 3 and 4 for Level 3 and ensure comparability to other jurisdictions (previously identified comparison with Queensland and Victorian offerings).

**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
3	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Broad agreement with the course fitting the Personal Futures focus area.	<p>Response:</p> <p>Due to its positioning in the mathematics suite of courses, this course is designed to enable learners to engage in mathematical discourse, to reflect critically on their own learning and mathematical experiences and to develop requisite knowledge to enable them to participate actively in work and society. For these reasons, the course is best situated in Personal Futures.</p> <p>Ways Forward:</p> <p>The course will remain in the Personal Futures focus area.</p>