Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (Science - Transdisciplinary Science Levels 2-3)

RESPONSES: 4 REPRESENTING: 24 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
None provided	None provided	None provided	Ways Forward: Course development will progress as planned.

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
This course is very open at the moment. The idea I think is STEAM, which is a wonderful opportunity for students. There are minimal students capable of achieving this level that would have open choices on the academic program. There would have to be a link for students would currently	The alternative here is to develop a course that would attract the middle students who would go into CAD, VET, Agriculture, Science etc. Or general science level 2-3 where those students unsure of which area can still have a	The proposed course is very open, which is a positive. The course will need to appeal to a broad range of learners with a wide range of pathways.	Ways Forward: Flexibility with focus and customisation should be central to course design for Transdisciplinary Science 2-3.

work in physics, top maths and chemistry.	recognised course from universities and TAFE.		
None provided	None provided	No feedback received	No further action required
If a student chooses Transdisciplinary Science, what pathway are they on? The course could potentially be challenging and therefore suited to high achieving science students, but these students have a wide range of other subjects to choose from and often need to complete courses such as Chemistry as a pre-requisite for university degrees. How would students who are not strong academically be supported in this course? Do teachers or students decide on content/project topics?	None provided	There is a risk that Transdisciplinary Science 2-3 will compete with established science courses.	Ways Forward: Pathways to and from Transdisciplinary Science 2-3 will need to be clear. Course design should ensure that Transdisciplinary Science 2-3 complements rather than competes with other science courses.
None provided	None provided	No feedback received	No further action required

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	4	0	0	0

Ways Forward:
The spirit of the rationale should be maintained.

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
1	3	0	0	0

Ways Forward:

Transdisciplinary Science 2-3 should remain in the Focus Area of Transdisciplinary Projects.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	None provided	No feedback received.	Ways Forward: No further action required.
Yes	None provided	No feedback received	Ways Forward: No further action required.
No	The course would also address the Numeracy General Capability.	Numeracy should be considered as being critical to Transdisciplinary Science 2-3.	Ways forward: Within the course development process Numeracy should be considered as being critical to Transdisciplinary Science 2-3.
Yes	None provided	No feedback received	Ways Forward: No further action required.

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	No feedback received	**Ways Forward:** No further action required.
Transdisciplinary areas look good.	Will students have to complete Level 2 before Level 3? Are 50 hour courses 5 points? Are modules sequential? Positive are the new subjects sound interesting	Will students have to complete Level 2 before Level 3? How will the modules be structured? How will modularisation be structured for 50 and 100 hour courses? Transdisciplinary Science 2-3 is a positive and interesting course.	**Ways forward:** Possible module structure will be available for consultation during the course development process. Further information about modularisation and micro-credentialing will be available in the future through the Years 9-12 Project.
All three of the Cross Curriculum Priorities could be embedded in this course, depending on the subject matter chosen for projects.	It would benefit us and increase the potential enrolments in the subject if our associated high schools had the opportunity to offer the Transdisciplinary Science 2 course. If this TASC course could be assessed without an exam it is our opinion that it would greatly appeal to some students.	All three Cross-curriculum Priorities (CCPs) could be taught although they should not be mandatory. Years 9 and 10 learners should have access to Transdisciplinary Science 2. To ensure engagement there should not be an exam.	**Ways forward:** Flexibility to choose to include the CCPs should be considered in course design. Further information about access of courses to Years 9 and 10 learners will be available in the future through the Years 9-12 Project.
- environment: climate, pollution, potable water - equity: relationship between	None provided	There are many connections across the curriculum with	**Ways forward:**

science and politics - data-based decision making - ethics: the impacts of science and technology on individuals, communities and humanity		Transdisciplinary Science 2-3, including: - environment - equity - data-based decision making - ethics	Flexibility with focus and customisation should be central to course design for Transdisciplinary Science 2-3.

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
None provided	None provided	No feedback received	No further action required
None provided	None provided	No feedback received	No further action required
Depending on the final structure of the modules, we see an advantage in offering one module of this course (ie, one smaller project) as a part of the course load of a student on a scientific research pathway/Bachelor of Science degree. We see a range of learning areas being able to support students in this course - in particular the Technologies as part of a	We would like to explore this course's relationship to the future study/work pathways of a range of students - it could potentially appeal to a wider range of students if this was addressed.	There is significant potential for offering a single module of this course. The opportunities include aligning with other Learning Areas e.g. STEM/STEAM	Ways forward: Further information about modularisation and micro-credentialing will be available in the future through the Years 9-12 project.

STEM/STEAM project.			
- practical problem solving skills - data analysis - supporting mathematical capabilities - real world applications - science and society (politics and science) - data-based decision making - scientific method - assessment: folio, examination or a combination of both? - key concepts in chemistry, biology, physics, earth sciences, ecology, climate science	None provided	There are many opportunities within this course, including: - practical problem solving skills - data analysis - supporting mathematical capabilities - real world applications - science and society (politics and science) - data-based decision making How will external assessment be managed? Will there be core key concepts?	Ways forward: Flexibility with focus and customisation should be central to course design for Transdisciplinary Science 2-3. It is proposed that Transdisciplinary Science 2-3 will be a folio-based course and this will form the basis of external assessment, rather than an examination where appropriate. The core key concepts are intended to be process-based rather than content based.