

ACT Board of Senior Secondary Studies

Public Consultation Report

Shape Paper: Politics A/T/M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Topic	Comment	Course Development Team Response
Q1 Which school are you from?	3 responses 2 ED, 1 AIS	
Q2 Shape Paper Background The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	2 strongly agree, 1 agree 1. BSSS does this side of things very well.	1. noted
Q3 COURSE GOALS The "Aims of the Politics Curriculum" is clear about the intended learning and priorities, yet allows for flexibility.	2 strongly agree, 1 agree 1. I am a big believer that 'independent studies' should not require three prior units, especially as many schools run mixed Year 11 and Year 12 classes due to numbers. This limits teacher flexibility. This should be subject to closer overview within the school (e.g., perhaps principal's approval), as they may have a better understanding of the teacher's ability and the needs of students.	1. The BSSS Board members set the policy on Independent Study unit prerequisites. This is intended to ensure students have the necessary disciplinary expertise to flourish in an independent study.
Q4 The rationale for the course and unit structure is well-explained and well-justified	2 strongly agree, 1 agree 1. Good work by the course development team.	1. noted
Q5 The proposed units are conceptually distinct	2 strongly agree, 1 agree 1. The units are distinct and good, and the first three progressively increase in complexity and depth.	1. noted
Q6. The unit descriptions are clear and provide for innovative approaches	2 agree, 1 disagree 1. Courses need to maintain somewhat prescriptive elective choices to guide educators new to the course. There could be open electives within the units but please don't make them all vague.	1. Course are written for teachers with subject expertise who will develop programs of learning to develop understanding of the disciplinary concepts and methodologies required by the unit. There will be examples

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	<p>2. I would question the inclusion of the 'protest and activism' unit as it departs in theme from a more hard-heading approach geared around a bird's eye view of the subject matter. I know I am squarely oppositional vis-à-vis the zeitgeist when I state that activism has a very limited role in the classroom. Knowledge and understanding should be the goal. It seems this unit would very easily become a platform for the special interests of teachers. That said, I could see it taught in a reasonably objective manner, provided it was taught in a clear-headed way.</p>	<p>cited in the course content descriptions to support teacher sin planning for the course.</p> <p>2. The unit is intended to be a study of protest, activism and pressure groups, and to help students understand the meaningful role they can adopt in the world as a counterpoint to these troubled times. Practical applications might also be used as formative or summative tasks should the teacher make that a part of their program of learning, but that would be a matter for the school.</p>
Q7 "Considerations", situates the course clearly in relation to curriculum priorities	<p>1 strongly agree, 1 agree</p> <p>1. Yes, this aligns with the Melbourne and Alice Springs declarations, but one would hope not at the expense of presenting certain viewpoints objectively, especially when it comes to historical issues, and perhaps understanding how rival systems, e.g., China's CCP, regard the world, without engaging in a sort of liberal jingoism. Students should establish their viewpoints through critical reflection rather than via an unthinking, reflexive bias.</p>	<p>1. The kind of critical thinking described is that sought by the declarations cited and a primary goal of ACT BSSS courses. The BSSS is required to link all courses to the policy directions prescribed by those documents.</p>
Q8 This proposed course is distinct from other BSSS accredited courses.	<p>2 agree, 1 disagree</p> <p>1. I believe it is sufficiently distinct from Global Studies.</p> <p>2. While I do not see this as a major problem, some of the units in the proposed course borrow heavily from previous or existing Global Studies units. For example, the 'Australia in the World' unit is directly taken from the older Global Studies course framework. That said, this does not appear to be a major problem, as the new Global Studies course is almost entirely an IR unit with very little domestic stuff included.</p>	<p>1. noted</p> <p>2. noted</p>