



# Biology Level 2-3

## Scoping Paper

### Years 9 to 12 Learning 2020 Course Development

#### **The purpose of this scoping paper**

The purpose of this paper is to provide information regarding the scope of the proposed *Biology* courses Level 2-3 including the:

- *Rationale*
- *Relationship to:*
  - *Senior Secondary Australian Curriculum (where applicable)*
  - *Years 9 to 12 Curriculum Framework*
  - *General Capabilities*
- Existing pathways and possible Future Provision
- Course Design

It is designed to enable all interested stakeholders to reflect and provide initial feedback on the rationale and relationships as italicised above. The additional information is included for noting.

Additionally in consideration of the information provided in this scoping paper we are seeking your suggestions for the core concepts, big ideas, essential learnings or important considerations you would like to see included in this proposed course.



## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This Scoping paper represents the first of four course consultation points for teachers to engage in the course development process for *Biology Levels 2-3*.

## Course Rationale

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and wellbeing of humans and other organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

The *Biology* suite of courses explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in the medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider, and to make informed decisions about, contemporary biological issues in their everyday lives.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Biology* Levels 2-3 and it fits within the Discipline-based Study focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways

*Biology* Levels 2-3 enables learning continuity from: Years 9-10 Australian Curriculum Science to Years 11-12 through sequenced learning pathways.

## Relationship to the Senior Secondary Australian Curriculum

*Biology* Levels 2-3 aligns with Senior Secondary Australian Curriculum Biology Units 1-4. All educational jurisdictions in Australia implement Biology based on Senior Secondary Australian Curriculum: Biology. This curriculum is closely aligned to the Biology taught in the last two years of secondary schooling across the OECD member nations.

## Australian Curriculum General Capabilities

*Biology* Levels 2-3 is designed to enable teachers to design courses of study which draw on the cross curriculum priorities and develop the General Capabilities: Literacy, ICT, Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

### Relationship to Replacement courses

*Biology* Levels 2 and 3 is a replacement for Life Sciences Level 2 and Biology Level 3.

### Senior Secondary Accreditation Framework






This course will be developed to address the Principles and Standards of the [Senior Secondary Accreditation Framework](#).

### Course Design

This proposal is in line with the draft Integrated Policy Model. From the Articulation, extension and enrichment: section this is a Level 2-3 course pair. Each course is 150 hours and will be divided into three equally weighted modules of 50 hours each.

### Relationship to possible Future Provision

Learning Area Roadmaps are available on the Years 11 & 12 website: <https://11and12.education.tas.gov.au/learning-area-road-maps/>

FOCUS AREA	P	I	2	3	4
 Discipline-based			Biology Physical Sciences		
 Transdisciplinary			Transdisciplinary Science Environmental Science		
 Professional Studies					Chemistry Physics
 Work-based					
 Personal Futures	Science	Introductory Science			