



Essential Mathematics Level I

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 *Essential Mathematics* Level I 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 *Essential Mathematics Level 1*.

Course Rationale

The *Essential Mathematics Level 1* course enables students to build the requisite knowledge and skills and the capacity, confidence and disposition to use mathematics to meet the minimum adult numeracy standard as detailed by ACSF Level 3 - numeracy. *Essential Mathematics* provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further education and training.

This course will promote Mathematics and numeracy learning opportunities that:

- enable learners to interpret everyday practical situations; and
- provide the basis for many informed personal decisions.

This course will also prepare learners with the essential mathematical skills required to enter the workforce and contribute productively in an ever-changing global economy, with both rapid revolutions in technology and global and local social challenges. An economy competing globally requires substantial numbers of proficient workers able to learn, adapt, create, interpret and analyse mathematical information.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Essential Mathematics 1* course and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways

The *Essential Mathematics Level 1* course enables learning continuity from: Years 9-10 Australian Curriculum Mathematics and from *Preliminary Mathematics Stage 4* and to additional Years 11-12 Level 2-3 and tertiary offerings through sequenced learning pathways.

Relationship to the Senior Secondary Australian Curriculum

Essential Mathematics Level 1 will build the requisite provisional knowledge and skills to support learners to progress into *Essential Mathematics Level 2-3*. As such it does not align with the Australian Curriculum Senior Secondary, but instead provides a foundational pathway that enables learners to become proficient in essential content outlined in the Mathematics Curriculum that will also permit students to demonstrate proficiency at Level 3 of the Australian Core Skills Framework for Numeracy. *Essential Mathematics Level 1* is equivalent to offerings in NSW, WA and ACT that similarly offer a course designed to enable learners to build the capacity, confidence and disposition to use mathematics to meet the numeracy standard for their jurisdiction e.g. WA offer Mathematics Foundation to enable students to meet the minimum standard for the WACE.

Australian Curriculum General Capabilities

The *Essential Mathematics* Level 2-3 course 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

Essential Mathematics Level 1 conflates and replaces two existing courses, Everyday Maths MTE110114 and Essential Skills – Maths MTN210114. *Essential Mathematics Level 2* also replaces elements of the current Essential Skills – Maths course.

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: this is a Level 1 course. This 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	1	2	3	4
 Discipline-based			General Mathematics	Mathematical Methods Specialist Mathematics	
 Transdisciplinary			History of Mathematics (with HASS)	Applications of Discrete Maths	
 Professional Studies			Data Science (with Technologies)		
 Work-based					
 Personal Futures	Mathematics	Essential Mathematics	Essential Mathematics		