



# Essential Mathematics 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 *Essential Mathematics* 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 *Essential Mathematics* Level 2-3.

## Course Rationale

The *Essential Mathematics* Level 2-3 course enables students to develop the mathematical competence to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 enable learners to develop the mathematical competence required to enter the workforce and contribute productively in an ever-changing global economy, and with both rapid revolutions in technology and global and local social challenges. This is a key factor in ensuring Tasmania and Australia's current and emerging needs are met as an economy competing globally requires substantial numbers of proficient workers able to learn, adapt, create, interpret and analyse, and apply mathematical information.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Essential Mathematics* Levels 2-3 course and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways

The *Essential Mathematics* course enables learning continuity from: Years 9-10 Australian Curriculum Mathematics and *Essential Mathematics* Level 1 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 2-3 aligns with Senior Secondary Australian Curriculum Essential Mathematics Units 1-4. As such, *Essential Mathematics Levels 2-3* are equivalent to offerings in Victoria, NSW, SA, WA, NT and ACT that similarly align to Senior Secondary Australian Curriculum Essential Mathematics

## 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, Numeracy, ICT, Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

## Relationship to Replacement courses

*Essential Mathematics* Level 2 conflates and replaces two existing courses, Workplace Maths MTW215120 and Essential Skills – Maths MTN210114. *Essential Mathematics* Level 3 provides an additional curriculum opportunity at Level 3 which was previously an identified gap in Tasmanian Years 11-12 curriculum offerings.

## 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	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		