

**Years 9-12 Project**

---

# **Years 9 to 12 Curriculum Framework and Course Development**

Frequently Asked Questions

# CONTENTS

<b>Overarching.....</b>	<b>4</b>
What is the rationale for change?	4
<b>Focus Areas.....</b>	<b>4</b>
What are the Focus Areas?	4
Why are there Focus Areas?	4
How do Focus Areas affect course design?	4
How do the Focus Area categories such as Discipline Based, Transdisciplinary and so on affect course content?	4
<b>Course development and consultation process .....</b>	<b>4</b>
How will teachers be consulted and give input during the course development process?	4
What is the purpose of the Scoping Papers?	5
When will we see how the courses, including details of themes, topics and concepts, will be constructed?	5
If a course expires at the end of 2021 but is in Tranche 4 or 5 does that mean they'll be extended until then?	5
Is the History of Mathematics intended as a two years of study subject?	5
In the Learning Area Road Maps, what is meant by the terms 'Courses Ending', 'Courses Conflating' and why are the lists often the same in many Road Maps?	5
<b>Course levels.....</b>	<b>5</b>
Why are there Level 2-3 course pairings?	5
When courses are written as Level 2-3, for example, in Biology 2-3, does that mean they are now a 2 year course?	6
Are there any concerns around developing Level 2 and 3 at the same time?	6
What does it mean when a course is labelled as Level 2-4, as in for example, Sports Science 2-4? Does this mean there isn't a Level 3 course?	6
How do courses offered by the University of Tasmania fit within the Curriculum Framework?	6
Do we need to incorporate the general capabilities such as inter-cultural understanding in Level 4 subjects?	6
What accountability mechanisms exist in the process of consultation and feedback throughout the sponsorship and course writing phases?	6

<b>Provision - Years 9 to 12.....</b>	<b>7</b>
Will high schools be able to teach senior secondary courses in Years 9 and 10, for example English 2 in Year 10?	7
<b>Modules.....</b>	<b>7</b>
Are the 3 modules stand alone and individually assessed? If so, does this mean they can be done in any order?	7
How will 3 equally weighted modules of 50 hours fit into 4 terms?	7
What other opportunities are there through modularisation?	7
<b>Assessment.....</b>	<b>7</b>
How will courses be assessed?	7
Will we still be using criterion-based assessment?	7
Do we assess the general capabilities alongside other skills or are they assessed separately?	8
What are micro-credentials?	8
<b>Certification and Credentialing.....</b>	<b>8</b>
Is the ATAR part of the Intergrated Model?	8
<b>Student course decisions.....</b>	<b>8</b>
How will the students decide on their courses?	8
<b>Learning Area specific - English.....</b>	<b>8</b>
What actual changes will be made to English 3 and English Literature?	
The 'rationale' for Tranche 4 implies it's just a text list change?	8
Will Contemporary Literacies 3 have an exam?	8
What is the intersect between Tranche 2 English Studio 2-3 and the Professional Studies Focus Area?	8
What happened to the Level 1 Contemporary Literacies course - why is there a separate scoping paper for it?	9
<b>Learning Area specific - HaSS.....</b>	<b>9</b>
What is Museum Studies?	9
What is Global Futures?	9
<b>Learning Area specific - Technology.....</b>	<b>9</b>
Learning area Statement does not recognise design and developing skills for making and producing.	9

## Overarching

### What is the rationale for change?

#### ANSWER:

Tasmanian Certificate of Education (TCE) attainment rates in 2018 figures were 58.5% of the total potential Year 12 population attained their TCE that year ([Source: Office of TASC \(2019\)](#)).

## Focus Areas

### What are the Focus Areas?

#### ANSWER:

In the [Years 9-12 Curriculum Framework](#), each Focus Area has a descriptor and is described in terms of 'key features'. This is a three part structure that guides teaching and learning that captures the essence of each Focus Area and describes a learning process that can take place throughout a module. The key features help to describe the purpose and pedagogical approach for each focus area, allowing stakeholders to discern the key differences between focus areas. [Further information is provided on Focus Areas here.](#)

### Why are there Focus Areas?

#### ANSWER:

The five Focus Areas of the Years 9 to 12 Curriculum Framework were developed using the principles of the Years 9 to 12 Education Framework with the key goal of improving the rates of attendance, retention, attainment and completion for Tasmanian students in Years 9 to 12. The Years 9 to 12 Education Framework principles of Access, Agency, Excellence, Balance, Support and Achievement ensure that all learners are able to form clear pathway choices that are suited to their interests, needs and aspirations. [This link will take you to a background briefing paper for each Focus Area](#) outlining a rationale, evidence base, pedagogical approaches, and the current state and future state options for Tasmania.

### How do Focus Areas affect course design?

#### ANSWER:

Many courses will have intersects with other, if not all, Focus Areas but will be designed with the key features and structures of a particular focus area. The Focus Area structures are intended to guide course development. [Further information is provided in Policy Position Paper 6: Focus Area Structures](#) and in the [video: Introduction to the Years 9 to 12 Curriculum Framework](#).

### How do the Focus Area categories such as Discipline Based, Transdisciplinary and so on affect course content?

#### ANSWER:

Each of the five Focus Areas of the Years 9 to 12 Curriculum Framework differ in their rationale, structure and pedagogical approaches. These [background papers on the Focus Areas](#) provide excellent details.

## Course development and consultation process

### How will teachers be consulted and give input during the course development process?

#### ANSWER:

Each course being developed for 2022 will have four formal points of consultation for interested stakeholders between September 2020 and June 2021. There will be consultation on:

- Course Scope – Scoping Paper (September 2020)
- Structural Overview and Key Features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

More information is available on the [Year 11 and 12 website – Course Development page](#).

## What is the purpose of the Scoping Papers?

### ANSWER:

The purpose of a Scoping Paper is to provide information regarding the scope of the proposed course at each Level including the:

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

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

## When will we see how the courses, including details of themes, topics and concepts, will be constructed?

### ANSWER:

There are four consultation points in the course development process. The first step is the release of the Course Scope and a Scoping Paper (September 2020). A Structural Overview and Key Features document provides further information for consultation (November/December 2020).

Further detail developed on the basis of this consultation will be delivered at following consultation points:

- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This process (with adjustments on the basis of feedback) will be repeated in following years, to consult with the broader teaching community on courses to be developed for delivery in 2023 and beyond.

Please note that Learning Area Groups and Course Sponsors and Critical Friends also have a role in developing these on a more ongoing basis alongside the four consultation points. For more information on these roles, please go to the Year 11 and 12 website – Course Development page.

## If a course expires at the end of 2021 but is in Tranche 4 or 5 does that mean they'll be extended until then?

### ANSWER:

That is the intention. All courses that expire before they are planned to be replaced by other courses under the Years 9-12 Curriculum Framework will be recommended for extension.

## Is the History of Mathematics intended as a two years of study subject?

### ANSWER:

History of Mathematics 2-3 is intended as a transdisciplinary offering. It is not anticipated that students would necessarily undertake this as a two-year pathway, rather that students would undertake the course at Level 2 or Level 3 according to capability and preferred pathways.

## In the Learning Area Road Maps, what is meant by the terms 'Courses Ending', 'Courses Conflating' and why are the lists often the same in many Road Maps?

### ANSWER:

'Courses ending' refers to a course whose accreditation period with TASC expires in that year. These courses generally correspond to the Tranche in which they are planned to be developed.

'Courses conflating' refers to courses that may be combined - or at least have some elements from the course combined - or drawn together to form a single new course.

While these lists are often the same in most of Learning Area Road Maps, differences occur because of the different accreditation expiration periods

## Course levels

### Why are there Level 2-3 course pairings?

#### ANSWER:

The integrated policy model for course design and delivery proposes that all courses will have pathways from Level 2 to Level 3.

Developing and accrediting Levels 2 and 3 courses at the same time will assist in alignment and consistency. This is further outlined in [Policy Position Paper 4: Articulation, Extension and Enrichment](#).

**When courses are written as Level 2-3, for example, in Biology 2-3, does that mean they are now a 2 year course?**

**ANSWER:**

While there will be potential for a two-year pathway there is no requirement intended to complete Level 2 before beginning Level 3. As outlined here in [Policy Position Paper 2: Course Design](#) and here in [Part 4C in Policy Position Paper 4: Articulation, Extension and Enrichment](#), courses at Level 2 and Level 3 are paired for the purposes of course development and accreditation to assist in alignment of levels of complexity and consistency.

**Are there any concerns around developing Level 2 and 3 at the same time?**

**ANSWER:**

The scheduling of the Tranches for course development under the Years 9 to 12 Curriculum Framework is intended to ensure that young people can gain access to innovative curriculum as soon as possible. The overall load of course development in each learning area in each year has been considered in the scheduling of courses across the tranches.

Developing and accrediting Levels 2 and 3 courses at the time will assist in alignment and consistency, as outlined here in [Policy Position Paper 2: Course Design](#) and here in [Part 4C in Policy Position Paper 4: Articulation, Extension and Enrichment](#).

**What does it mean when a course is labelled as Level 2-4, as in for example, Sports Science 2-4? Does this mean there isn't a Level 3 course?**

**ANSWER:**

No, this reflects a Sport Science 2-3 course pairing (replacing the current Level 2 and 3 Sport Science courses) scheduled for development in Tranche 2 along with consultation to explore the viability and opportunities to develop a suitable Level 4 or HAP pathway beyond Level 3.

**How do courses offered by the University of Tasmania fit within the Curriculum Framework?**

**ANSWER:**

The University Connections Program and the High Achievers Program, both run by the University of Tasmania, are incorporated into the curriculum, as described here in [Policy Position Paper 4: Articulation, Extension and Enrichment](#), in particular sections 4C and 4D.

Level 4 subjects are viewed as an extension and enrichment space to allow for learners to highly specialise in a given field. Level 4 subjects can support articulation into higher levels of training or study. It is proposed that HAP programs become the dominant form of delivery at Level 4, with the University of Tasmania administering these levels of study. Additionally, an open-ended Level 4 Capstone Course allows for students to undertake an extended investigation in an area of preferred study.

**Do we need to incorporate the general capabilities such as inter-cultural understanding in Level 4 subjects?**

**ANSWER:**

Inter-cultural understanding, like the other General Capabilities will be integrated into course content, and as such represented in the Learning Outcomes and Assessment Criteria as deemed relevant to the course.

**What accountability mechanisms exist in the process of consultation and feedback throughout the sponsorship and course writing phases?**

**ANSWER:**

In addition to four public consultation points for each course, with reports published on the Years 11 and 12 website, measures have been taken to ensure that the course development process is consistent with the Senior Secondary Accreditation Framework. This includes the formalisation of three check-in points with TASC Accreditation Advisory Group during the development of a course. This process has been designed and agreed upon by Years 9-12 Learning within Department of Education and with Office of TASC to ensure that once a

course is proposed for accreditation, any issues with it not meeting the Accreditation Framework are identified and rectified. Accreditation of courses, is in the remit of the Executive Officer of TASC, who reports to the Minister for Education.

## Provision - Years 9 to 12

**Will high schools be able to teach senior secondary courses in Years 9 and 10, for example English 2 in Year 10?**

### ANSWER:

It is intended that a range of targeted TASC accredited courses will be available to ensure continuity of learning from Years 9 through to Year 12. These courses will complement the Australian Curriculum in Years 9 and 10, and they will ensure continuity of learning and student access to TASC accredited courses, appropriate to their level of readiness. Part of the Integrated Policy Model proposes streamlining Years 9-12 provision, which could include making all senior secondary courses available to be taught to all students in Year 9-12, including Year 9 and 10 students, where this provides the best outcome for those students. This is subject to consultation, as well as further discussion and resolution of policy, legislative, operational and practical issues. This is subject to any necessary policy and/or legislative change required to support implementation of this policy. Information is available here in [Policy Position Paper 1: Years 9-12 Provision](#).

## Modules

**Are the 3 modules stand alone and individually assessed? If so, does this mean they can be done in any order?**

### ANSWER:

The relationship between the 3 modules may depend on the course. Some modules may be stand alone, some may be taught in any order while with others there is some choice of sequencing, while others order may be sequential. This element will form part of consultation on specific courses. The Focus Area

Profiles contain more information about the structure and relationship of the modules of courses.

**How will 3 equally weighted modules of 50 hours fit into 4 terms?**

### ANSWER:

[Further information on modularisation can be found here in Policy Position Paper 2: Course Design.](#)

**What other opportunities are there through modularisation?**

### ANSWER:

The Integrated Policy Model approach to modularisation envisages a future where students may be able to choose some course modules and not others, potentially leading to micro-credentials or other recognition through a Skills Passport, for [further information see Policy Position Paper 5: Credentialing sections 5D and 5E](#). This is subject to consultation, as well as further discussion and resolution of policy, legislative, operational and practical issues. If this proposal is not supported it will not be implemented in the foreseeable future, at least not before 2024.

## Assessment

**How will courses be assessed?**

### ANSWER:

Courses will continue to outline work requirements and assessment requirements. For further details see [Policy Position Paper 3: Assessment](#) which outlines proposed positions on assessment for consultation.

**Will we still be using criterion-based assessment?**

### ANSWER:

[Policy Position Paper 3: Assessment](#) outlines proposed positions on assessment for consultation, particularly referenced in Position 3A which proposes a streamlining of assessment from Years 9-12. This is subject to consultation, and at this stage, is subject to any necessary policy development, systems, operational and legislative change.

**Do we assess the general capabilities alongside other skills or are they assessed separately?**

**ANSWER:**

The process of developing the approach to assessment of general capabilities is still underway. There is no intention of assessing all general capabilities separately in all courses. Consultation on how general capabilities will be assessed in each course will be part of course-specific consultation. Whether the general capabilities are assessed separately or embedded within other criteria will be determined based on this consultation, considering what is most appropriate for a particular course.

**What are micro-credentials?**

**ANSWER:**

Information on micro-credentialing can be found in [Policy Position Paper 5: Credentialing](#), noting 'Policy Position 5D – A defined set of micro-credentials available to students in Years 9 to 12 that recognise transferable skills and capabilities'.

This position is subject to consultation, as well as further discussion and resolution of policy, legislative, operational and practical issues.

## Certification and Credentialing

**Is the ATAR part of the Integrated Model?**

**ANSWER:**

The Australian Tertiary Admissions Rank (ATAR) is a national ranking, and does not currently form part of the considerations being consulted on through the Integrated Model for Course Design and Delivery.

## Student course decisions

**How will the students decide on their courses?**

**ANSWER:**

An online course guide will be provided that will outline the courses.

## Learning Area specific - English

**What actual changes will be made to English 3 and English Literature? The 'rationale' for Tranche 4 implies it's just a text list change?**

**ANSWER:**

The specifics of the changes to English courses will be decided in consultation with teachers. As an overview:

- English – Levels 2-3 will be redesigned but is still aligned with Senior Secondary Australian Curriculum English Units 1-4.
- English Literature Level 3 will be redesigned and aligned with Senior Secondary Australian Curriculum Literature Units 3-4
- English Literature Level 2 is a proposed new course and will be aligned with the Senior Secondary Australian Curriculum Literature Units 1-2.
- Capstone World Literature is a proposed new Level 4 course.

**Will Contemporary Literacies 3 have an exam?**

**ANSWER:**

Recommendations for how external assessment will apply to this subject will be decided in consultation with teachers.

**What is the intersect between Tranche 2 English Studio 2-3 and the Professional Studies Focus Area?**

**ANSWER:**

English Studio Level 3 will replace English Writing Level 3. It sits under the Professional Studies Curriculum focus area.

English Studio Level 2 is a proposed new course and will be aligned with English Studio Level 3. It sits under the Professional Studies Curriculum focus area.

**What happened to the Level 1 Contemporary Literacies course - why is there a separate scoping paper for it?**

**ANSWER:**

Contemporary Literacies courses are proposed at Levels 1, 2 and 3. The Level 2 and 3 courses are being developed together, and so there is one scoping paper for these courses, with a separate scoping paper for Level 1, as explained further above.

## Learning Area specific - HaSS

**What is Museum Studies?**

**ANSWER:**

Museum Studies is a proposed new course within the Transdisciplinary Project Focus Area of the Years 9 to 12 Curriculum Framework that will be developed in Tranche 5 of the Years 9 -12 Curriculum development, beginning in 2024. Updated information will be available during the development of the course. Further information is provided in [Policy Position Paper 6: Focus Area Structures](#), and in the [Focus Area Profile for Transdisciplinary Projects](#).

**What is Global Futures?**

**ANSWER:**

Global Futures is a proposed course within the Personal Futures Focus Area of the Years 9 to 12 Curriculum Framework. Updated information will be available during the development of the course. [Link here for the Overview and Key Features of this subject](#).

Further information is provided in [Policy Position Paper 6: Focus Area Structures](#), and in the [Focus Area Profile for Personal Futures](#).

## Learning Area specific - Technology

**Learning area Statement does not recognise design and developing skills for making and producing.**

**ANSWER:**

The Learning Area Statement has been taken directly from [the first paragraph of the Australian Curriculum Rationale for Technologies](#). The reference to the Australian Curriculum on the Roadmap will be updated to acknowledge the source.

The statement was selected as a brief and broad introduction to the diverse Technologies learning area rather than referencing specific ways of knowing, thinking and doing. Each proposed course will have a more nuanced rationale appropriate to the core concepts and skills to be developed.

### For more information:

- on the Integrated Model for Course Design and Delivery, see the [Years 9 to 12 Project website](#).
- on the course development process and individual courses, see the [Years 11-12 Curriculum website](#).