

# Summary of changes to Mathematics K–10 Draft Syllabus Version 2

| Section | Syllabus element                                                         | Summary of changes made                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2       | <b>Rationale</b>                                                         | <ul style="list-style-type: none"> <li>■ The relationship of K–10 Mathematics to other subject areas has been made more explicit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3       | <b>The place of the Mathematics K–10 syllabus in the K–12 curriculum</b> | <ul style="list-style-type: none"> <li>■ The diagram has been revised to clarify the pathways of learning in Mathematics.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4       | <b>Aim</b>                                                               | <ul style="list-style-type: none"> <li>■ The second of the three <i>Australian curriculum: Mathematics</i> aims has been added.</li> <li>■ The aim has been amended to include ‘lifelong learning’.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5       | <b>Objectives</b>                                                        | <ul style="list-style-type: none"> <li>■ The objectives have been labelled with strand titles.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6       | <b>Outcomes</b>                                                          | <ul style="list-style-type: none"> <li>■ Additional outcomes have been included to align one outcome to each substrand in each Stage.</li> <li>■ The outcomes have been coded.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 7.1     | <b>Organisation of content</b>                                           | <ul style="list-style-type: none"> <li>■ One additional component of Working Mathematically – Communicating – has been included.</li> <li>■ The strands/substrands diagram has been amended to accommodate revised components of Working Mathematically.</li> <li>■ Strand overviews have been developed and included.</li> <li>■ Descriptions for learning across the curriculum areas have been strengthened, and descriptions for Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability have been included.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| 7.2     | <b>Content for Early Stage 1</b>                                         | <ul style="list-style-type: none"> <li>■ Communicating has been tagged as a Working Mathematically component to align with the appropriate outcome.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7.3     | <b>Content for Stage 1</b>                                               | <ul style="list-style-type: none"> <li>■ The sequence of content for Early Stage 1 to Stage 3 has been reviewed to improve the continuum of learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7.4     | <b>Content for Stage 2</b>                                               | <ul style="list-style-type: none"> <li>■ Content for Working Mathematically has been strengthened.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 7.5     | <b>Content for Stage 3</b>                                               | <ul style="list-style-type: none"> <li>■ The language of the content has been revised.</li> <li>■ The Background Information and Language sections have been updated.</li> <li>■ The content related to money has been strengthened.</li> <li>■ The ‘Two-Dimensional Space’ substrand has been re-sequenced.</li> <li>■ The Statistics and Probability strand has been revised.</li> <li>■ The content on place-value has been strengthened.</li> <li>■ The content for ‘Whole Numbers’ in Stage 2 has been limited to five-digit numbers.</li> <li>■ In Stage 3 the content on               <ul style="list-style-type: none"> <li>– other number systems has been moved to the ‘Additional Content’ section</li> <li>– sector graphs and divided bar graphs have been moved to Stage 4</li> <li>– the Cartesian plane has been reviewed to make it more accessible</li> <li>– the order of operations has been revised.</li> </ul> </li> </ul> |

| <b>Section</b> | <b>Syllabus element</b>                | <b>Summary of changes made</b>                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7.6</b>     | <b>Content for Stage 4</b>             | <ul style="list-style-type: none"> <li>■ Communicating has been tagged as a Working Mathematically component to align with the appropriate outcome.</li> </ul>                                                                                                                                                                                                                                                  |
| <b>7.7</b>     | <b>Content for Stage 5</b>             | <ul style="list-style-type: none"> <li>■ The Background Information and Language sections have been updated.</li> <li>■ Life Skills outcomes related to the Stage 4 and 5 outcomes have been added to each substrand.</li> </ul>                                                                                                                                                                                |
| <b>8.1</b>     | <b>Years 7–10 Life Skills outcomes</b> | <ul style="list-style-type: none"> <li>■ Outcomes have been reviewed to strengthen inclusivity for students with significant disabilities.</li> <li>■ Outcomes have been restructured to provide for more specific learning within each of the targeted substrands.</li> <li>■ A table showing the relationship between the Life Skills outcomes and Stage 4 and Stage 5 outcomes has been included.</li> </ul> |
| <b>8.2</b>     | <b>Years 7–10 Life Skills content</b>  | <ul style="list-style-type: none"> <li>■ Content has been reviewed to provide more access points for students with significant disabilities, particularly in relation to the substrands 'Money', 'Time', and 'Measurement'.</li> </ul>                                                                                                                                                                          |
| <b>9.1</b>     | <b>Stage outcomes</b>                  | <ul style="list-style-type: none"> <li>■ The continuum of learning has been amended to reflect the changes in outcomes from Early Stage 1 to Stage 5.</li> </ul>                                                                                                                                                                                                                                                |
| <b>9.2</b>     | <b>Stage statements</b>                | <ul style="list-style-type: none"> <li>■ The stage statements have been amended to include the Australian curriculum achievement standards.</li> </ul>                                                                                                                                                                                                                                                          |
| <b>10</b>      | <b>Assessment</b>                      | <ul style="list-style-type: none"> <li>■ The generic text for Assessment and Reporting has been revised for consistency.</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>11</b>      | <b>Glossary</b>                        | <ul style="list-style-type: none"> <li>■ A glossary will be included in the further development of the syllabus materials.</li> </ul>                                                                                                                                                                                                                                                                           |