

Summary of changes to Science and Technology K–6 and Science Years 7–10 Draft Syllabus Version 2

Section	Syllabus element	Summary of changes made
2	Rationale	<p>K–10</p> <ul style="list-style-type: none"> ■ The intent of values and attitudes has been strengthened. ■ The rationales have been revised to more succinctly describe the place and purpose of the learning areas and to enhance the consistency in use of terminology across K–10.
3	The place of the Science K–10 syllabus in the K–12 curriculum	<p>K–10</p> <ul style="list-style-type: none"> ■ There have been no changes made.
4	Aim	<p>K–10</p> <ul style="list-style-type: none"> ■ The values and attitudes have been given greater prominence in the aims. <p>K–6</p> <ul style="list-style-type: none"> ■ The central role of the processes of Working Technologically has been emphasised.
5	Objectives	<p>K–10</p> <ul style="list-style-type: none"> ■ The values and attitudes objectives have been reordered before the skills, knowledge and understanding. ■ The wording of the K–6 and Years 7–10 objectives has been reviewed to improve clarity and intent.
6	Outcomes	<p>K–10</p> <ul style="list-style-type: none"> ■ The values and attitudes outcomes have been reordered before the skills, and knowledge and understanding outcomes. ■ The outcomes have been revised for stage appropriateness and consistency in the cognitive level of key words. ■ The outcomes have been coded. ■ The knowledge and understanding of and about the nature, development, use and influence of science has been made explicit in the outcomes. <p>K–6</p> <ul style="list-style-type: none"> ■ The number of outcomes in each stage has been increased to improve clarity and specificity. ■ Some outcomes have been revised for greater consistency with the content.

Section	Syllabus element	Summary of changes made
7.1	Organisation of Content	<p>K–10</p> <ul style="list-style-type: none"> ■ A diagram has been included for both Science and Technology K–6 and Science Years 7–10 to assist in clarifying the organisation of the knowledge and understanding, and skills strands. ■ The strand names have been revised for consistency across the continuum of learning in Science K–10 and Technology K–8.
7.2	Content for Early Stage 1	<ul style="list-style-type: none"> ■ In Early Stage 1, in the Working Scientifically strand the processes plan and conduct investigations have been combined.
7.3	Content for Stage 1	<ul style="list-style-type: none"> ■ The content has been reduced and revised to clarify the expected core learning required to develop students' knowledge and understanding, and skills for Science and Technology.
7.4	Content for Stage 2	
7.5	Content for Stage 3	<ul style="list-style-type: none"> ■ The content has been revised for stage appropriateness and greater consistency in the cognitive level of key words within the outcomes. ■ The knowledge and understanding of the nature, development, use and influence of science has been made more explicit in the content.
7.6	Content for Stage 4	<ul style="list-style-type: none"> ■ The content has been reduced and revised to clarify the scope and depth of the essential knowledge and understanding, and skills in the stage.
7.7	Content for Stage 5	<ul style="list-style-type: none"> ■ Some content has been reorganised and grouped to enhance flexibility for programming. ■ The content has been revised for stage appropriateness. The consistency in the cognitive level of the key words within the content and outcomes has been reviewed. ■ The opportunities to address knowledge and understanding of the nature, development, use and influence of science has been increased and made explicit in the content. ■ The Life Skills outcomes related to the Stage 4 and Stage 5 outcomes in each strand have been listed.
8	Life Skills outcomes and content	<ul style="list-style-type: none"> ■ A table showing the relationship between the Life Skills outcomes and Stage 4 and Stage 5 outcomes has been included. ■ The number of outcomes has been increased to enhance specificity and clarity, and to provide further inclusivity for students with significant disabilities. ■ The content has been revised to clarify scope and depth, and provide more access points for students with significant disabilities.
9.1	Stage outcomes	<ul style="list-style-type: none"> ■ The ordering of outcomes has been revised to more clearly show the continuum of learning in Science K–10 and Technology K–8. ■ The outcomes have been revised for stage appropriateness and to show a clearer level of progression.
9.2	Stage statements	<ul style="list-style-type: none"> ■ The stage statements have been revised to take into account the Australian curriculum achievement standards and more succinctly summarise the values and attitudes, knowledge and understanding, and skills that students should demonstrate by the end of a stage.
10	Assessment	<ul style="list-style-type: none"> ■ A specific K–6 Assessment section has been included at the end of the Science and Technology K–6 part of the syllabus. ■ The generic text for Assessment and Reporting has been revised for consistency.
11	Glossary	<ul style="list-style-type: none"> ■ The glossary has been revised.