

SUMMARY OF SENIOR SECONDARY AUSTRALIAN CURRICULUM ADVICE

STATE AND TERRITORY INTEGRATION AND IMPLEMENTATION PROCESSES AND TIMELINES (AUGUST 2013 and AUGUST 2014)

| Integration and implementation | | Australian Capital Territory | New South Wales | Queensland | South Australia | Northern Territory | Tasmania | Victoria | Western Australia |
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| Integration process into state and territory courses | 2013 | Existing ACT practices are being used. Teams of teachers integrate each AC subject into ACT courses. Courses are reviewed by subject accreditation panels and Curriculum Advisory Committee prior to Board approval. | Existing NSW processes will be used. A 2-year project-based development process followed by 12 month familiarisation and planning period. Process involves consultation, Board curriculum committees and Board and ministerial approval. | Consultation underway with stakeholders about the AC content that should be included in Qld courses. By November 2013 Queensland Study Authority (QSA) will provide draft design briefs for syllabus writers to the QSA Governing Body for consideration. | Existing processes for the development and accreditation of new and revised subjects within the SACE will apply to the integration of AC subjects including subject experts, stakeholder consultation and accreditation through the Board. | Closely aligned with SA processes. | Courses are currently being developed in line with accreditation cycle that reference appropriate AC content in English, mathematics and science. History will be developed during 2014. | Victorian Curriculum and Assessment Authority (VCAA) in partnership with the Department of Education and Early Childhood Development (DEECD) Catholic Education Commission of Victoria (CECV) and Independent Schools Victoria (ISV) have consulted widely on integration of the AC subjects for English, mathematics, science and history into the Victorian Certificate of Education (VCE). Current VCE study review process is being used including international benchmarking and study review panels. | The School Curriculum and Standards Authority (SCSA) is managing a process where the content of the AC forms the basis for draft syllabuses, which will be reviewed following extensive consultation. Discrete Year 11 and Year 12 course content will replace the current three stage course design. |
| | 2014 | As per 2013. | English, maths, science and history syllabuses being reviewed to determine AC content to be integrated. Usual NSW syllabus development processes will then be used. | Stakeholder consultation completed. Further work dependent on outcomes of Australian Council for Educational Research (ACER) review. | As per 2013. | As per SA. | History and geography have been worked on during 2014 with transition arrangements in place for changes over time. | As per 2013. | Year 11 & 12 syllabuses published. Preparation of supporting resources underway, including course and assessment outlines, sample tasks and exam for the Australian Tertiary Admission Rank (ATAR) course. Year 11 resources to be published in Sept. 2014; Year 12, in Sept. 2015. |
| Integration timelines into state and territory courses. | 2013 | Integration processes will be completed in 2013 for English, mathematics, science and history. Geography by 2014. | Yet to be determined. | Yet to be determined. Dependent on outcomes of review of assessment and tertiary entrance and the degree of revision identified during consultation processes. | Yet to be determined. | SA provides lead. | English, mathematics, science for 2014 and beyond. History for 2015 and beyond. | The review of the courses will follow the established Victorian timeline for the determined review processes. | Integration processes will occur over 2013 and early 2014. |
| | 2014 | Board accredited courses with AC content in English, maths, history and science in 2013. Currently integrating AC: geography. | Not yet determined. Usual development processes take 2 years, but waiting on outcome of the AC review before final decisions made. | As per 2013. | Commenced integrating 15 AC subjects into the South Australian Certificate of Education (SACE). | As per SA. | | As per 2013. | Content integration completed. |

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| Achievement standards | 2013 | Awaiting full implementation and validation of achievement standards. | Dependent on certification and accreditation arrangements remaining unchanged and what extent achievement standards require adaptation. | To be determined. | Simultaneous with content. | SA provides lead. | To be determined as role of achievement standards is unclear. | No current plans to use. | Using empirical data to develop own achievement standards. |
| | 2014 | Will integrate the achievement standards into the courses following validation of the standards | No information available. | Queensland courses align curriculum content and achievement standards at the same time. | Simultaneous with content. | As per SA. | | As per 2013. | AC achievement standards are not being integrated. Current standards (adapted where required) to be used in interim. These will be revised using empirical evidence obtained from analysis of student samples. |
| Implementation timeline | 2013 | Voluntary pilots in some schools in 2014 and 2015 for English, maths, science and history. Full implementation following the outcome of piloting in 2014 and 2015. | Yet to be determined. Earliest possible date for Year 11 implementation is 2017 and would require the Board to begin the syllabus development process in 2014. | Yet to be determined. Dependent on outcomes of review of assessment and tertiary entrance and the degree of revision identified during consultation processes. | Yet to be determined. | Yet to be determined. As for SA. | Appropriate content referenced by 2016. | Implementing new Victorian studies courses in 2016. | Implementing the new WA syllabuses in 2015 for Year 11 and 2016 for Year 12. |
| | 2014 | Voluntary pilots in 17 schools of English, maths, science and history subjects this year. Piloting will include geography in 2015. Full implementation dependent on outcome of pilot. Implementation of the AC achievement standards when they have been validated and courses are fully implemented. | Earliest possible date for Year 11 implementation is now 2018. | As per 2013. | 4 English, 4 maths subjects with achievement standards will be offered for teaching for Year 11 in 2016, Year 12 in 2017. 4 science and 2 history and geography subjects will be offered for teaching for Year 11 in 2017 and Year 12 in 2018. | As per SA. | | As per 2013. | Year 11 adapted AC courses will be taught from 2015, Year 12 from 2016. |

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| English | 2013 | English, essential English and literature content integrated into Board of Senior Secondary Studies (BSSS) courses. English/literature T course with combination of English and literature. | Yet to be determined the differentiated course structure poses problems. | Yet to be determined. | English subjects – content reorganised into 2-year structure. Further consultation will be undertaken on EALD bridging units. | Yet to be determined. | Amendments to accommodate Tasmanian model. | Current courses to be maintained and the degree of integration yet to be determined. A new EAL course based on EAL/D bridging units to be developed. Determination for the introduction of essential English at units 3 and 4 postponed pending further investigation. | All English subjects – all content integrated with minor adjustments to English and literature. Essential English units 1 and 2 adopted but conceptual demand of units 3 and 4 lowered. 8 AC units in EALD made into 12. Literature will not include non-print or multimodal texts. |
| | 2014 | EALD content integrated into BSSS courses. | As per 2013. | Most content can be used but will be reorganised. | Still too early to say. | As per SA. | | As per 2013. | English courses adapted as per 2013 advice have been published. |
| Mathematics | 2013 | All mathematics subjects – all content integrated + combine Methods and Specialist to make an Advanced Mathematical Methods T course. | Yet to be determined, the differentiated course structure poses problems. | Yet to be determined. | Consultation for extent of integration is still underway. Content will be reorganised as a 2-year structure. | Yet to be determined. | Essential mathematics not implemented. Rearrangement of content of other mathematics subjects to accommodate Tasmanian model. | Current courses to be maintained and AC integration yet to be determined. Determination for the introduction. Essential mathematics at units 3 and 4 postponed pending further investigation. | All mathematics subjects - all content integrated with some adjustments. |
| | 2014 | As per 2013. | As per 2013. | Most content can be used but will be reorganised. | Still too early to say. | As per SA. | | As per 2013. | Maths courses adapted as per 2013 advice have been published. |

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| Science | 2013 | All science subjects – all content integrated. | Consultation for extent of integration. It is anticipated there will be a high level of congruence. | Yet to be determined. | Consultation still underway for extent of integration. | Yet to be determined. | Biology adjusted to form 2 courses. Not implementing earth and environmental science. Units 1 and 2 in chemistry and physics referenced in one course. Units 3 and 4 referenced in separate physics and chemistry courses. | Current courses to be maintained and AC integration yet to be determined. | All science subjects – all content integrated with some adjustments and the replacement of Australian Curriculum: <i>science as human endeavour</i> statements with more specific statements which provide a context for the content. |
| | 2014 | As per 2013. | As per 2013. | Most content can be used but will be reorganised. | Integration commences Feb. 2015. Too early to comment. | As per SA. | | As per 2013. | All science subjects – all content integrated with some adjustments and the replacement of Australian Curriculum: <i>science as human endeavour</i> statements with more specific statements which provide a context for the content. |
| History | 2013 | Both history subjects – all content integrated. Ancient/modern history T course with combination of ancient history and modern history. | Consultation for extent of integration. It is anticipated there will be a high level of congruence. | Yet to be determined. | Units reorganised as themes and developed as a 2-year structure. | Yet to be determined. | Yet to be determined. | Current courses to be maintained and AC integration yet to be determined. A new ancient history course to be developed. Content from modern history will be incorporated as appropriate in revision of revolutions and Australian history courses at Year 12 level and in new early modern history at Year 11 level. | Both history subjects – all content integrated with some adjustments and changes to the electives. |
| | 2014 | As per 2013. | As per 2013. | Most content can be used but will be reorganised. | Integration commences Feb. 2015. Too early to comment | As per SA. | | | History courses adapted as per 2013 advice have been published. |
| Geography | 2013 | Yet to be determined. | No information available. | Yet to be determined. | Yet to be determined. | Yet to be determined. | Yet to be determined. | Yet to be determined. | Yet to be determined. |
| | 2014 | All content integrated into ACT geography T units 1–4, as specified in the AC units. | No information available. | Most content can be used but will be reorganised. | Integration commences Feb. 2015. Too early to comment. | As per SA. | Updated course makes reference to AC content. Foundation history/geography course accredited for 2015. | The VCE geography is currently under review and will be informed by relevant content from the proposed Australian Curriculum: geography amongst other things. | All AC content has been integrated with amendments to the sequencing (particularly, units 2 and 4 have been swapped) and naming of units. Geographical skills added to all units. Courses published March 2014. |