

# Entitlement P–10 and advice to support curriculum planning in Year 10

Advice on implementing the Australian Curriculum P–10

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# Introduction

This paper presents advice to assist school sector and school decision-making about the development of curriculum programs and the implementation of the Australian Curriculum. Specifically the advice builds on the *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10* report and advice (QSA, July 2011), and outlines particular considerations related to Year 10.

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed *The Shape of the Australian Curriculum: Version 3.0* in October 2011<sup>1</sup>. This revised Shape paper provides a policy background for the implementation of the first phase of curriculum development and guides the further development of the Australian Curriculum. The Shape paper provides information about:

- the design of the whole curriculum and implementation of the P–10<sup>2</sup> Australian Curriculum
- achievement standards and their relationship with curriculum content within the Australian Curriculum
- the provision of curriculum for students with disability.

The Shape paper provides a clear, overarching framework for the Australian Curriculum that assures the place and integrity of all learning areas within the context of the overall school curriculum and different state and territory structures. *The Shape of the Australian Curriculum: Version 3.0* is available at <[www.acara.edu.au](http://www.acara.edu.au)>.

Australian Education Ministers also affirmed their commitment to an Australian Curriculum in all learning areas in the *Melbourne Declaration on Educational Goals for Young Australians (2008)*<sup>3</sup> (Melbourne Declaration) to ensure every Australian school student is taught the same core curriculum. The Melbourne Declaration learning areas are:

- English
- Mathematics
- Sciences, including Physics, Chemistry and Biology
- Humanities and social sciences, including History, Geography, Economics, Business, and Civics and Citizenship
- The Arts (Performing and Visual Arts)
- Languages, especially Asian languages
- Health and Physical Education
- Information and Communication Technology, and Design and Technology.

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<sup>1</sup> Australian Curriculum, Assessment and Reporting Authority 2011, *The Shape of the Australian Curriculum: Version 3.0*, ACARA, <[www.acara.edu.au/verve/\\_resources/The\\_Shape\\_of\\_the\\_Australian\\_Curriculum\\_V3.pdf](http://www.acara.edu.au/verve/_resources/The_Shape_of_the_Australian_Curriculum_V3.pdf)>.

<sup>2</sup> Prep (P) in Queensland is the Foundation Year (F) of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

<sup>3</sup> Ministerial Council on Education, Employment, Training and Youth Affairs 2008, *Melbourne Declaration on Educational Goals for Young Australians*, MCEETYA, <[www.mceetya.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.mceetya.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)>.

In Queensland, the Queensland Studies Authority (QSA) and Queensland's school sectors — Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland — have agreed on a staged approach to the implementation of the P–10 Australian Curriculum.

In 2012, Queensland schools will plan, teach, assess and report English, Mathematics and Science using the P–10 Australian Curriculum. Focus on the Queensland curriculum will be maintained for all other learning areas.

In 2013, Queensland schools will plan, teach, assess and report History using the P–10 Australian Curriculum. Focus on the Queensland curriculum will be maintained for the remaining learning areas.

# Entitlement

The P–10 Australian Curriculum describes the “core curriculum” or common curriculum for each learning area. It outlines the “expectation” of what should be taught and the quality of the learning. The curriculum in each learning area, for each year level, includes:

- content descriptions that embed:
  - seven general capabilities: Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Ethical capability, Personal and social capability and Intercultural capability
  - three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability
- achievement standards.

The Australian Curriculum “entitlement” for students is that they will have learning opportunities across P–10 in English, Mathematics, Science, History and Health and Physical Education learning areas.

The Australian Curriculum “expectation” is that students will have learning opportunities in the following learning areas:

- The Arts, Geography and Technologies across P–8
- Civics and Citizenship across Years 3–8
- Business and Economics across Years 5–8
- Languages according to school sector priorities and available resources.

In Years 9 and 10, the “expected” learning areas are optional, but the Australian Curriculum will form the basis for elective studies.

**Table 1: Entitlement and expectation**

Entitlement	Expectation
<p>Students will have learning opportunities in the following learning areas across P–10:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• History</li> <li>• Health and Physical Education</li> </ul>	<p>Students will have learning opportunities in the following learning areas across P–8 and optional in Years 9–10:</p> <p><b>P–8</b></p> <ul style="list-style-type: none"> <li>• The Arts</li> <li>• Geography</li> <li>• Technologies</li> </ul> <p><b>Years 3–8</b></p> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> </ul> <p><b>Years 5–8</b></p> <ul style="list-style-type: none"> <li>• Business and Economics</li> </ul> <p><b>P–10</b></p> <ul style="list-style-type: none"> <li>• Languages (School sectors will provide advice about the Languages learning area as the Australian Curriculum: Languages is developed).</li> </ul>

As *The Shape of the Australian Curriculum: Version 3.0* outlines, “For any year of schooling P–10, the Australian Curriculum is written so that it should not take up more than 80% of the total teaching time available in schools, with this proportion peaking in Years 7 and 8” (p. 24). In Years 9 and 10, the expectation is reduced to provide opportunities for students to deepen their learning in particular areas according to their interests and needs.

Further details are provided in the QSA report and advice, *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10* available at <[www.qsa.qld.edu.au/9188.html](http://www.qsa.qld.edu.au/9188.html)>.

## Options for curriculum planning and implementation

*The Shape of the Australian Curriculum: Version 3.0* proposes that “jurisdictions, systems and schools will be able to implement the Australian Curriculum in ways that value teachers’ professional knowledge, reflect local contexts and take into account individual students’ family, cultural and community backgrounds” (p. 11). Schools and teachers determine pedagogical and other delivery considerations based on students’ prior knowledge and abilities.

Queensland school systems, schools and teachers will continue to consider a range of options to flexibly plan and implement the P–10 Australian Curriculum. These options are important in the first stage of implementation when schools will be planning using Australian Curriculum and Queensland curriculum documents.

Options include, but are not limited to, curriculum plans that:

- have the content for one or more Australian Curriculum learning areas taught, assessed and reported on prior to the end of Year 10
- have some or all of the Australian Curriculum core curriculum for Years 7–10 completed by the end of Year 9
- have an integrated, connected, multidisciplinary or transdisciplinary approach to the programming of the Australian Curriculum learning areas in primary and middle school settings
- “package” Australian Curriculum content as electives or self-selected units, particularly in Years 9 and 10
- use the Australian Curriculum content descriptions from the year or years above the student’s actual year level to provide greater challenge
- use the Australian Curriculum content descriptions from the year or years below the student’s actual year level to provide additional support
- exempt some students from the core curriculum as described by the Australian Curriculum entitlement, for example students undertaking the National Trade Cadetships or equivalent. School sectors may determine processes for negotiating alternative “requirements” for such groups of students.
- develop multiple year level programs, particularly in primary schools. The QSA has developed templates and exemplar multiple year level plans for English, Mathematics and Science P–7 illustrating curriculum plans that identify the conceptual links between the curriculum content in different year levels. These resources are available at <[www.qsa.qld.edu.au/13634.html](http://www.qsa.qld.edu.au/13634.html)>.

# Year 10

The design of the Australian Curriculum is based on an entitlement that across P–10 students will have learning opportunities in English, Mathematics, Science, History and Health and Physical Education for all students.

In Years 9 and 10, students will have learning opportunities from other learning areas and in vocational education, including National Trade Cadetships. This recognises that in Years 9 and 10 many students commence senior secondary pathways and programs, including vocational pathways.

## Year 10 and the senior phase of learning

The reduced expectation of what all students are to study in Years 9 and 10 provides flexibility for students to undertake more specialised learning pathways that ensure they are fully engaged and prepared to continue learning into the senior secondary years.

Year 10 as the beginning of the senior phase of learning has been adopted by many Queensland schools as an effective strategy to engage young people and optimise their pathways to post-secondary destinations.

The Australian Curriculum does not require school sectors and schools to deliver the curriculum in a specified way. School sectors and schools can continue to build on the reforms to Year 10, as exemplified in the *Year 10 Guidelines* (QSA, 2009).

The four guiding principles of the *Year 10 Guidelines* continue to be applicable when implementing the Australian Curriculum. The principles support schools to build Year 10 courses of study to suit local contexts, available resources and the needs of diverse cohorts of students. These courses are typically informed by:

- **Foundation**
  - preparing students for the learning in the specialised syllabuses and for the assessment demands of Years 11–12
  - providing a foundation on which young people can make decisions about their choices in Years 11–12
- **Continuity**
  - further developing students' higher-order thinking skills
  - allowing some students an opportunity to consolidate their studies before beginning their senior program
- **Transition** — supporting students
  - in dealing with the increased expectations to take greater responsibility for their learning
  - in engaging with the greater complexity of more disciplinary-based or technical learning connected to post-school destinations
- **Alignment**
  - building familiarity with the assessment requirements of senior syllabuses and the knowledge, conceptual understandings, processes and skills to be assessed.

## SET planning or equivalent

A Senior Education and Training (SET) Plan or equivalent continues to be a key strategy to encourage students to complete Year 12.

Planning during Year 10 helps students and their parents/carers work with the school to structure learning around the student's abilities, interests and ambitions, and investigate options for careers and further education. It assists students to make informed decisions about completing the senior phase of learning and about their future.

The SET Plan is designed to be a living document, which students regularly access to ensure that the subjects and other learning options they undertake in the senior phase of learning are still appropriate to their post-school outcomes.

During the implementation of the Australian Curriculum, Year 10 students will continue to focus on the options that are achievable and appropriate to their individual strengths and interests, while still keeping their options open.

A SET Plan or equivalent has a critical role to play in encouraging young people to regularly review and manage their own learning.

## Curriculum planning for Year 10

Curriculum planning is a school-based decision. The *Year 10 Guidelines* include five broad options for curriculum planning in Year 10. The design of the Australian Curriculum and the propositions in *The Shape of the Australian Curriculum: Version 3.0* allow for these options to be continued in Queensland schools.

Schools need to review and audit current curriculum programs to ensure that the Australian Curriculum content can be packaged under the existing organisation. Some adjustments to current programs may be necessary to meet the curriculum entitlement.

The five broad options for curriculum planning are:

- units
- Year 10 courses
- Years 9–10 or Years 8–10 courses
- Years 10–12 courses
- integrated, connected, multidisciplinary or transdisciplinary courses.

### Units

Term- or semester-length units can be planned from a selection of Australian Curriculum content. Units could serve as an introduction to a particular learning area or specific subject in Years 11–12. Schools may use units as a marketing tool to “sell” specific Years 11–12 subjects.

### Year 10 courses

Stand-alone single-year courses in Year 10 can be developed around a single Year 10 learning area or across more than one learning area.

## **Years 9–10 or Years 8–10 courses**

Two- and three-year courses across Years 9–10 or Years 8–10 can be developed from the Australian Curriculum, the Queensland *Year 10 Guidelines* and the *Essential Learnings and Standards*.

Structuring curriculum as Years 9–10 or Years 8–10 courses continues the current practice of a large number of Queensland secondary schools.

Traditionally, these courses have provided some degree of transition to senior subjects and have provided a “sampler” to help students make an informed decision when choosing senior subjects. The Australian Curriculum learning areas are able to be packaged to maintain this approach.

## **Years 10–12 courses**

Some schools have developed three-year courses across Years 10–12. These courses are a coherent three-year senior phase of learning course where Year 10 is a foundation year.

Based on their learning experiences in the first year of the course, students can decide to:

- continue the course in Years 11–12
- make an alternative decision within the learning area, for example elect to do Chemistry rather than Physics
- choose a different pathway, for example choose not to participate in a senior Science or History subject.

This approach to curriculum planning will depend on the coherence and continuity between the Year 10 Australian Curriculum and the relevant Queensland curriculum.

## **Integrated, connected, multidisciplinary or transdisciplinary courses**

Integrated, connected, multidisciplinary or transdisciplinary courses are common in some school settings, particularly middle schools.

These courses can be planned from curriculum content across learning areas. In many instances, an organiser that crosses the learning area is used to give coherence to the planning of these courses.

## **Mapping the Year 10 Australian Curriculum to Queensland senior syllabuses**

In 2013 and 2014, and possibly 2015, Queensland schools will continue to use current Queensland senior courses for English, Mathematics, Science and History.

Mapping the P–10 Australian Curriculum Phase 1 learning areas to Queensland senior secondary courses identified three main issues:

- capacity to continue current practices regarding Year 10 courses, subject selection, and pathways in Years 11 and 12
- articulation from Australian Curriculum Year 10 courses to specific Queensland senior courses in Years 11 and 12 that will be replaced by Senior Secondary Australian Curriculum courses
- articulation from Australian Curriculum Year 10 courses to Queensland senior courses in Years 11 and 12 that will continue to be offered in Queensland.

The Australian Curriculum: English, Mathematics, Science and History allows schools the flexibility to design courses of study that cater for the range of skills and needs of their students. Schools can tailor courses in English, Mathematics, Science and History in Years 9 and 10 to suit the abilities and needs of students.

## English

Queensland schools currently have a range of flexible approaches to structuring Year 10 English courses that prepare students for senior secondary English courses including courses that are the:

- final year of a Years 8–10 English course
- first year of a three-year senior course of study.

Articulation from the Year 10 Australian Curriculum: English to Queensland senior English courses in Year 11 has identified the following:

- **English, English for ESL Learners and English Communication**  
No apparent issues that are significant in accommodating student articulation from the Year 10 Australian Curriculum: English to these Queensland courses have been identified.
- **English Extension**  
No apparent issues that are significant in accommodating student articulation from the Year 10 Australian Curriculum: English to a Year 12 course in this senior secondary extension subject have been identified.

## Mathematics

Queensland schools currently have a range of flexible approaches to structuring Year 10 Mathematics courses that prepare students for senior secondary Mathematics courses including courses that:

- provide an introduction to Mathematics A, B and C in which students develop foundation knowledge and skills in theoretical and practical aspects of mathematics, with particular emphasis on number and algebra
- provide an introduction to Prevocational Mathematics in which students develop foundation knowledge and skills for everyday living and employment in trades and businesses
- allow some students, such as advanced learners, to begin the senior phase of learning prior to the beginning of Year 11 so as to enable them to begin tertiary studies in the final semester of Year 12.

Articulation from the Year 10 and 10A Australian Curriculum: Mathematics to Queensland senior Mathematics courses in Year 11 has identified the following:

- **Mathematics A**  
The Year 10 and 10A Australian Curriculum: Mathematics content does not provide the background in financial mathematics that is currently covered in Years 9 and 10 Mathematics courses. The Financial mathematics strand is almost one third of the Mathematics A course of study and bridging learning experiences in Year 11 may be necessary.
- **Mathematics B and Mathematics C**  
The Year 10A Australian Curriculum: Mathematics content is designed to lead into specialist mathematics subjects such as Mathematics B and Mathematics C.

- **Prevocational Mathematics**

The Year 10 Australian Curriculum: Mathematics content addresses the assumed knowledge and prior experience for studying Prevocational Mathematics.

## Science

Queensland schools currently have a range of flexible approaches to structuring Year 10 Science courses that prepare students for senior secondary Science courses including courses that:

- provide students with a sample of the senior Science course in term- or semester-length units of work that cover foundation and prerequisite learning
- are the first year of a three-year senior course of study and embed the prerequisite learning from the *Year 10 Guidelines* into the more specific learning contexts of the senior syllabuses.

The Year 10 Australian Curriculum: Science content specifies study of Biological sciences, Chemical sciences, Earth and space sciences and Physical sciences.

Articulation from the Year 10 Australian Curriculum: Science to Queensland senior Science courses in Year 11 has identified the following:

- **Chemistry and Physics**

Schools may need to reconsider possible ways of structuring the Year 10 Australian Curriculum: Science course to allow for contextualised preparation for senior Chemistry and senior Physics. Options include:

- organising a generalised Science course informed by the Year 10 Australian Curriculum: Science in the first semester followed by specialised Science courses in Chemistry, Physics, Biology and Earth Science in the second semester
- structuring the Year 10 Australian Curriculum: Science course to offer students a term-length “taster” course in Chemistry, Physics, Biology and Earth Science.

- **Biology**

Schools may need to review and amend their current approved Years 11–12 Biology work programs to avoid repetition of content from Year 10 Australian Curriculum: Science.

- **Earth Science**

The Year 10 Australian Curriculum: Science provides opportunities for students to build the knowledge, understanding and skills to support articulation to a course in Earth Science.

- **Science 21, Marine Studies and Marine and Aquatic Practices** (Authority-registered)

No apparent issues that are significant in accommodating student articulation from Year 10 Australian Curriculum: Science to courses in these senior secondary subjects have been identified.

- **Agricultural Science**

While there are no prerequisites for the Authority subject, Agricultural Science, many schools that currently offer this subject also offer Agriculture Education in Years 8, 9 and 10. The implications of the implementation of P–10 Australian Curriculum: Science for these schools is being investigated.

## History

Queensland schools currently offer Year 10 History learning area courses that:

- introduce students to senior Modern History and Ancient History with an emphasis on assessment literacy, the processes of historical inquiry and key historical ideas
- are the first year of a three-year History course that draws from the Year 10 History learning area and then from either the senior syllabus in Modern History or Ancient History.

Articulation from the Year 10 Australian Curriculum: History to Queensland senior History courses has identified the following:

- **Ancient History and Modern History**  
Emphasis in the Australian Curriculum: History on the development of historical understanding and skills complements and aligns well with the historical skills and inquiry processes expected in the Queensland senior History courses.
- **Modern History**  
Schools may need to amend their current approved Years 11–12 Modern History work programs to avoid repetition of inquiry topics.
- **Ancient History**  
The Year 10 Australian Curriculum: History course does not contain content related to Ancient History. Schools may need to consider ways to support the transition of Year 10 students to Senior Ancient History by relating some of the content to the “modern” topics taught in Year 10.
- **Aboriginal and Torres Strait Islander Studies, Study of Religion and Study of Society**  
No apparent issues that are significant in accommodating student articulation from Year 10 Australian Curriculum: History to these Queensland senior secondary courses have been identified.

## Conclusion

The implementation of the Australian Curriculum continues to value the principles of informed prescription and informed professionalism that underpin the syllabuses and guidelines developed by the QSA for Queensland schools.

The Australian Curriculum makes clear the learning opportunities that all students are “entitled” to and what is “expected” to be covered in planning, teaching, learning and assessment across P–10. Within this prescription, school sectors, schools and teachers exercise their professional judgment about how to shape the curriculum and make decisions about how best to promote student learning. School sectors, schools and teachers continue to have the flexibility to plan their curriculum and assessment in ways that best suit their individual contexts and meet the learning needs of their students



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