

Senior Years in the National Curriculum ACARA Position Paper (August 2009) Summary



HTV

HISTORY TEACHERS' ASSOCIATION *of* VICTORIA

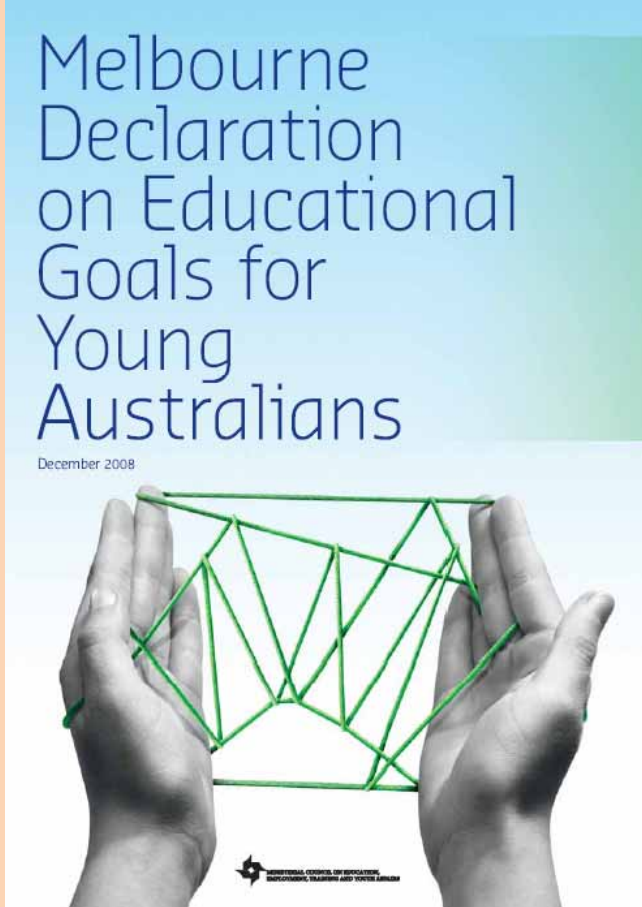
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Introduction

- This is a summary of the position paper presented by ACARA in August 2009.
- The points here do not cover everything that is in the position paper.
- The implications for Senior Secondary History courses are focused upon.
- The entire paper can be viewed at:
[http://acara.edu.au/verve/ resources/ACARA Senior Secondary Years Curriculum Position Paper v06.pdf](http://acara.edu.au/verve/resources/ACARA_Senior_Secondary_Years_Curriculum_Position_Paper_v06.pdf)



Introduction



- It is clear from the outset that ACARA is not working independently of the various state and territory departments of education and certification authorities.
- Nature of the secondary learner: takes into account the goals and aims set out by the [Melbourne Declaration](#).
- The senior years of schooling :
“will seek to further develop students as successful learners, confident and creative individuals and active informed citizens by: ... broadening further study options and preparing them for further study and future employment.”



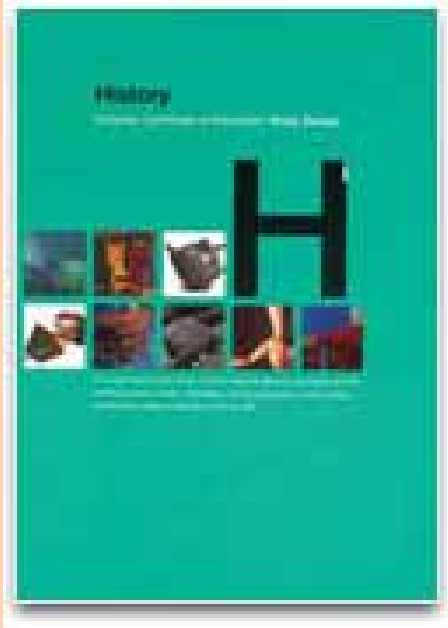
Organisation of curriculum between ACARA, States and Territories



- State and territory curriculum, assessment and certification authorities will continue to be responsible for assessment and certification and quality assurance.
- ACARA will determine the number of courses offered (these are subject to change) and will develop these in conjunction with the states and territories.



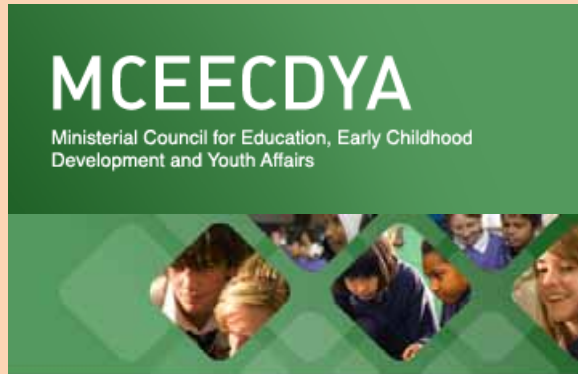
What will happen to existing courses?



- Reiterated twice is the fact that **should any existing courses of study cover the “scope of learning”** in the courses contained in the National Curriculum, **the states and territories will cease to offer the existing courses.**
- **States and territories will continue to offer courses which “complement the nationally developed courses”.**



How will states and territories find out about progress related to the National Curriculum?



- Local assessment and certification authorities will be responsible for the dissemination of information to teachers and schools in the state or territory so that local certification requirements are met.
- States and territories will have policies on the implementation or roll-out of the National Curriculum which will take into account recommendations passed on by the Ministerial Council. ([MCEEDYA](#))

How will the curriculum be organised?



- The curriculum will be organised into:

Subjects

Eg: History, English, Maths, Science

- Within *Subjects* will be *Courses*:

Subject: History

Courses: Ancient History and
Modern History



What will the History Courses cover?

Each course will draw on **topics** or **themes** which *could* include:

Modern History:

- international conflicts
- Imperialism
- Nationalism
- revolution and reform
- social economic movements.

These topics **might** be studied in a range of contexts:

- Asia Pacific region
- Europe
- The Middle East
- Australia
- The USA



What will the History Courses cover?

Each course will draw on **topics** or **themes** which *could* include:

Ancient History:

- investigating the Past
- people and events
- site studies of ancient societies
- beliefs and practices.

These topics **might** be studied in a range of contexts:

- Indigenous Australia
- The Near East
- Asia
- The Mediterranean World.



Some notes

- It is clear from the document that senior secondary courses for study will be directed by several factors including prior learning, workforce and training needs and “further learning ambitions”.
- It does not suggest that History will be a compulsory part for students to undertake at Senior Level.
- There is no intention in the first instance to introduce courses for “Extension Study”. However, those courses which currently exist in this area may continue to be offered by those states a territories that do so.



Some Notes:

- The curriculum will be developed as four sequential semester units
- Units 1 and 2 to follow on from Year 10
- Units 3 and 4 will be more challenging and assume prior knowledge
- The course content will make it clear the extent to which it is possible for teachers to choose local, relevant contexts to develop knowledge and understanding described in the curriculum content.



Achievement Standards



- Grade descriptors and work samples will assist teachers in determining a student's learning.
- Work samples will include assessment tasks, illustrations of student achievement and responses with annotations.
- State and territory authorities will determine whether measures are needed to support and monitor the consistency of grading between states and territories.



Implementation Matters:



- Certification authorities to produce support materials for teachers during implementation.
- Each state and territory will develop an implementation plan (taking into account the position adopted by the ministerial council and factors such as current review and redevelopment activities.)



Governance



- There are many different pieces of legislation across all jurisdictions, many different courses of study that are accredited as senior courses and different certifications.
- Therefore the governance of the curriculum requires a “governance partnership” between governments, ACARA, assessment authorities and ministers.



More information:

Australian Curriculum, Assessment and Reporting
Authority (ACARA)

www.acara.edu.au

For Victorian Teachers:

Victorian Curriculum and Assessment Authority (VCAA)

www.vcaa.vic.edu.au

History Teachers' Association of Victoria

www.htav.asn.au

