

New Stage 6 Syllabus

**MATHEMATICS
LIFE SKILLS**

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

Stage 6 Life Skills courses provide course options for some students with special education needs, particularly those with an intellectual disability, who cannot access regular course outcomes. Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. For each Life Skills course studied, outcomes and content are selected to meet the particular needs of the students. Students are not required to address or achieve all the Life Skills outcomes for a particular course.

The new *Mathematics Life Skills Stage 6 Syllabus* has been developed using the established NSW Education Standards Authority (NESA) syllabus development process.

Many of the features of the current Stage 6 syllabuses have been retained, including:

- rationale
- aim
- objectives
- outcomes
- suggested content.

New features of Stage 6 Life Skills syllabuses include:

- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

What is similar?

Students will continue to be provided with opportunities to:

- study selected content based on their needs, strengths, goals, interests and prior learning
- work towards one or more of the outcomes
- develop knowledge, understanding and skills in Mathematics and numeracy
- integrate their knowledge, understanding and skills across a variety of school and community contexts.

What is different?

- Content is organised by topics and subtopics.
- Outcomes and content align with the *Mathematics Standard Stage 6 Syllabus* rationale, aim, objectives and outcomes to provide and support opportunities for integrated course delivery.
- Working Mathematically skills are embedded in each topic.

How are students undertaking Life Skills courses assessed?

Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of students.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESA website.

What is the plan for implementation?

2017	2018		2019
	Term 1	Term 4	
Familiarisation and planning	Start teaching new Life Skills courses for English, Mathematics, Science and History with Year 11 students	Start teaching new Life Skills courses for English, Mathematics, Science and History with Year 12 students	Continue teaching new Life Skills courses for English, Mathematics, Science and History

What materials will be provided to support implementation?

Many existing resources will continue to be useful and relevant. Teaching units will need modification to meet the requirements of the new syllabus.

Support materials will assist teachers in familiarisation and planning for implementation of the syllabus and assessment requirements. Program Builder, an online programming tool, will be available for teachers in Term 1, 2017.

Materials to be released throughout 2017 include:

- sample scope and sequences
- sample teaching units
- advice on making adjustments for students with special education needs.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools of NSW and other school systems and professional teacher associations will continue to assist and support implementation of the syllabus.

How can I access the new Mathematics Life Skills syllabus?

The Mathematics Life Skills syllabus is available on the NESA website.

Features of Mathematics Life Skills content pages

Mathematics Life Skills outcomes and content are:

- developed from the objectives of the *Mathematics Standard Stage 6 Syllabus*
- selected based on the needs, strengths, goals, interests and prior learning of the students.

Students are not required to address or achieve all of the Mathematics Life Skills outcomes. Content is suggested. Students are not required to complete all content to demonstrate achievement of an outcome.

MATHEMATICS LIFE SKILLS STAGE 6 - LIFE SKILLS - STATISTICS AND PROBABILITY (STATISTICAL ANALYSIS)

MLS-S1 STATISTICS

Home › Mathematics › Mathematics Life Skills Stage 6 › Course Content › MLS-S1 Statistics

Outcomes

A student:

- › explores mathematical concepts, reasoning and language to solve problems MALS6-1
- › engages with mathematical symbols, diagrams, graphs and tables to represent information accurately MALS6-2

Related Stage 6 outcomes MS11-1, MS11-2, MS11-7, MS11-9, MS11-10, MS1-12-1, MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10, MS2-12-1, MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10

Subtopic Focus

In this subtopic students develop the skills related to all steps in the data process, gathering, organising, displaying, analysing and interpreting data. The knowledge, skills and understanding in this subtopic builds on Life Skills Years 7–10 outcomes and content for Statistics and Probability.

Content

S1.1: Gather data

Students:

- recognise information in a variety of tables and graphs ☞
- recognise features of tables and graphs ☞
- a verbal or written survey
- observations
- research on the internet 📱 🖨
- use digital technology to conduct surveys, for example:
 - online survey tools 📱
- select the best method to collect desired data ☞
- design an appropriate data collection tool for a given purpose ☞
- explain the need to avoid bias when collecting data and suggest ways to do so 📱 ☞

Content is organised by topic and subtopic.

Related Mathematics Standard outcomes are included.

Outcomes are coded and linked to content.

The subtopic focus describes the scope of learning.

Key terms are linked to the glossary.

Content is suggested.

Learning across the curriculum content is identified by icons.