

From Statement from Barry McGaw, Chair of ACARA 29th October 2010:

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MATHEMATICS – FINAL REVIEW

Mathematics Matters for resolution	Status
1. Place value	The concern about how the introduction of calculators from Kindergarten impacts on the understanding of place value has been addressed by introducing digital technologies into the Number and Algebra strand in year 3 after the establishment of the concept of place value.
2. The development of fractions and decimals	<p>Concerns about the development of the sequence of fractions and unit fractions, especially the concept of dividing an object into thirds, have been addressed by making minor adjustments to the sequence or introduction of thirds.</p> <p>The wording used to introduce the concept of unit fractions has been adjusted.</p> <p>Decimals not being introduced until year 4, with calculators introduced earlier, could cause issues if a calculator display includes a decimal answer.</p> <p>Introduction of digital technologies in year 3 addresses the concern about the development of decimals</p>
3. Mandatory introduction of calculators	The term "calculator" has been replaced by the expression "digital technologies" in Years 3, 4 and 5. The term digital technology is broad enough to include other forms of technology other than calculators which was agreeable to states and territories. The elaborations include statements about the use of calculators.
4. Lack of consideration of sets and logic in the curriculum	Sets have been made implicit in the use of the word "collections" in content descriptions and are explicitly included in content elaborations. Logic has now been included in the elaborations.
5. Sequencing of content	<p>Issues relating to the introduction and development of Pythagoras' Theorem have been resolved.</p> <p>Concerns about the placement of volume in relation to capacity throughout the development of the measurement sub-strand have also been resolved.</p> <p>The sequence of the content relating to Pythagoras' Theorem and to volume have been considered and adjustments to the sequence have been made.</p>
6. Rationale for sub-strands	Text at the beginning section of the document now explains the background to the development of the sub-strands.
7. Mathematical terminology	<p>Concerns about the definitions of some mathematical terms used in the curriculum have been resolved.</p> <p>Mathematical terms have been explained where appropriate in the elaborations and the glossary has been strengthened.</p>
8. Verbs used with proficiencies	<p>Verbs used to explain the proficiencies have been applied consistently in the content descriptions.</p> <p>The description of the proficiencies has been enhanced to include more specific terms.</p>
9. Nature of elaborations	Elaborations include some teaching suggestions as they can be the most effective way of clarifying the content descriptions.