Incorporating the Australian Curriculum v8.1 changes into the Western Australian Curriculum – Mathematics

Summary
The changes to Mathematics have a minimal impact, if any, on teaching programs. For some year levels, the Achievement Standard has had minor adjustments to the wording to clarify meaning and/or to detail observable behaviour.

<table>
<thead>
<tr>
<th>Year</th>
<th>Current content from the Western Australian Curriculum</th>
<th>Content and/or Achievement Standard from the Australian Curriculum v8.1</th>
<th>Implications for teaching programs</th>
</tr>
</thead>
</table>
| Pre-primary | Statistics and probability  
Answer yes/no questions to collect information (ACMSP011) | Statistics and probability  
Answer yes/no questions to collect information and make simple inferences (ACMSP011) | Include ‘reasoning’ with content when teaching assessing. Added ‘make simple inferences’ to the achievement standard. |
| 1 | Statistics and probability  
Choose simple questions and gather responses (ACMSP262) | Statistics and probability  
Choose simple questions and gather responses and make simple inferences (ACMSP262) | Include ‘reasoning’ with content when teaching assessing. Added ‘make simple inferences’ to the achievement standard. |
| 2 | No change | No change | No change to teaching program. |
| 3 | No change | No change | No change to teaching program. |
| 4 | Number and algebra  
Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083) | Number and algebra  
Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction (ACMNA083) | Content reworded to clarify meaning. No change to teaching program. Added ‘reasoning’ to the achievement standard. |
| 5 | Number and algebra  
Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121) | Number and algebra  
Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division (ACMNA121) | Content reworded to clarify meaning. No change to teaching program. Added ‘explain’ to the achievement standard so proficiency ‘reasoning’ will be taught and assessed with the content. |
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<td>6</td>
<td></td>
<td></td>
<td>Added words such as ‘describe and interpret’ to the achievement standard so proficiencies ‘reasoning’ and ‘problem solving’ will be taught and assessed with the content.</td>
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<td>7</td>
<td></td>
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<td>Removal of the word ‘parallel’ to allow for situations which accommodate ‘vertically opposite angles’. No change to teaching program.</td>
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<td>8</td>
<td><strong>Achievement Standard</strong> &lt;br&gt; They <strong>recognise</strong> index laws and apply them to whole numbers &lt;br&gt; Students determine complementary events and calculate the sum of probabilities</td>
<td><strong>Achievement Standard</strong> &lt;br&gt; They <strong>describe</strong> index laws and apply them to whole numbers &lt;br&gt; Students determine the <strong>probabilities of complementary events and calculate the sum of probabilities</strong></td>
<td>‘Describe’ is a more observable behaviour. No change to teaching program. &lt;br&gt; Additional text to clarify intent &lt;br&gt; No change to teaching program.</td>
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<td>9</td>
<td>No change</td>
<td></td>
<td>No change to teaching program.</td>
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<tr>
<td>10</td>
<td>No change</td>
<td></td>
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