



BLOOM-ED

Science

Please start by viewing the background information and proposed revisions to Science [here](#).

Comparative information between current and proposed versions of the Science curriculum can be found [here](#) (F-6) and [here](#) (7-10).

Instructions

Section 1 of the survey asks for your background information and asks you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on. Select Science.

Section 2 asks you to respond to several statements about the introductory section (the rationale, aims, organisation of the learning area, key connections and key considerations) and curriculum elements (level descriptions, achievement standards, content descriptions and content elaborations). You will also be invited to add your general comments about what has improved and what needs further refinement across all year levels.

To make your submission to the Australian Curriculum Review Consultation [click on this link](#)

Note: You will need to scroll to the bottom of their page and select "click to start your survey"

Optional

Section 3 is optional. It enables you to make specific comments about particular year levels/bands.

If you would like to provide comments about aspects of the revised learning area/subject (Science) for band/level curriculum that need further improvement, consider the following:

[Note: If you comment on specific content descriptions or elaborations, please reference the code number]

- (AC9S10U01_E8). This is an opportunity for educators to address a variety of intersex variations, such as XXY (Klinefelter Syndrome) and this should be detailed at the content descriptor and elaboration level. Please note: We do not advocate for intersex variations to be classified as disorders. They should be referred to as variations.
- (AC9S9U02) including elaborations (AC9S9U02_E1) (AC9S9U02_E2) (AC9S9U02_E3). This content descriptor references animals and plants but at no point are human reproduction mentioned. If elaborations are merely optional materials, then an elaboration related to human reproduction should be added as a minimum requirement.
- Within the Year 9 content, with the addition of content descriptors/elaborations regarding the human reproductive system and the process of human reproduction, there is also opportunity to cover additional biological concepts such as pregnancy and sexually transmissible infections.

Improvements

If you would like to provide feedback about general aspects of the revised learning area/subject (Science) that **have improved**, consider the following:

- Cross curriculum recommendations for science are present. Connections are made with Science and Humanities and Social Sciences; and Science and Health and Physical Education.

Needs Improvement

If you would like to provide feedback about aspects of the revised general capability that **need further improvement**, consider the following:

LINKS BETWEEN SCIENCE AND OTHER LEARNING AREAS/GENERAL CAPABILITIES CAN REFERENCE OPPORTUNITIES FOR RELATIONSHIPS AND SEXUALITY EDUCATION

Biological Sciences are an opportunity to educate students on the biological characteristics of human beings, including their reproductive systems and the process of human sexual reproduction. Cross curriculum links with Health and Physical Education should be made. Similarly, there are strong connections here with Science and the General Capability: Personal and Social Capability.

HUMAN REPRODUCTION AND THE HUMAN REPRODUCTIVE SYSTEM SHOULD BE SPECIFICALLY MENTIONED

Overall, the study of humans is not specified within the science curriculum (F-10). Whilst reproductive systems in animals and plants are specified, reference to human reproduction is not mentioned in the content descriptions. As elaborations are optional materials, provided to "illustrate and exemplify content descriptions with a diverse range of examples" (p.2) then human reproduction could (and should) be specifically mentioned in the elaborations. Otherwise, a student could potentially graduate secondary school without any understanding of how their own body is capable of reproduction.

THE BIOLOGICAL SCIENCES SUB-STRAND SHOULD INCLUDE SPECIFIC REFERENCE TO HUMANS.

The biological sciences sub-strand is defined as "...understanding living things. Students investigate living things, including animals, plants and microorganisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours; how these features aid survival; and how their characteristics are inherited from one generation to the next" (p.5). Reference to humans should be included in this statement.