Mathematics Version 2.0 – transitional advice (for first year of implementation only)

In the revised Mathematics curriculum, some content has been realigned and moved between levels.

Where content has **moved down a level** from where it was in the Victorian Curriculum F–10 Mathematics Version 1.0, **in the first year of implementation of Mathematics Version 2.0 only** schools and teachers must plan to cover this content at **both** the original Version 1.0 level and the new Version 2.0 level. For example, at Level 1 and Level 2 during the first year of implementation (‘implementation year’), schools and teachers must plan to teach the content description ‘quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting VC2M1N03’ at both Level 1 and Level 2, in order to ensure those students working at Level 2 do not miss out on this content.

Please see the table below for a list of Foundation to Level 10 content that has moved down.

For more detail on what has changed and why, refer to the VCAA **Mathematics – comparison of curriculums document (Version 1.0 to Version 2.0)** document.

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| Level and strand | Mathematics Version 2.0 content description | Description of change from Mathematics Version 1.0 | Advice |
| Level 1  **Number** | quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting **VC2M1N03** | Content combined and realigned from Level 2 Number and Algebra. | During implementation year, content will need to be covered at Levels 1 and 2 |
| Level 1  **Algebra** | recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including Australian coins, formed by skip counting, initially by twos, fives and tens **VC2M1A01** | Content realigned from Level 2 Number and Algebra | During implementation year, content will need to be covered at Levels 1 and 2 |
| Level 2  **Algebra** | recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern **VC2M2A01** | Combined and realigned from Level 3 Number and Algebra | During implementation year, content will need to be covered at Levels 2 and 3 |
| Level 2  **Algebra** | recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts **VC2M2A02** | Realigned from Level 3 Number and Algebra | During implementation year, content will need to be covered at Levels 2 and 3 |
| Level 3  **Number** | recognise, represent and order natural numbers using naming and writing conventions for numerals beyond 10 000  **VC2M3N02** | Combined and realigned from Levels 4 and 5 Number and Algebra | During implementation year, content will need to be covered at Level 3 and some content at Levels 4 and 5 |
| Level 5  **Number** | recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents **VC2M5N04** | Split and realigned from Level 6 Number and Algebra | During implementation year, content will need to be covered at Level 5 and Level 6 |
| Level 6  **Algebra** | find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations **VC2M6A02** | Combined and realigned from Level 7 Number and Algebra | During implementation year, content will need to be covered at Level 6 and Level 7 |
| Level 6  **Space** | locate points in the 4 quadrants of the Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane **VC2M6SP02** | Combined and realigned from Level 7 Number and Algebra | During implementation year, content will need to be covered at Level 6 and Level 7 |
| Level 7  **Measurement** | solve problems involving the volume of right prisms including rectangular and triangular prisms, using established formulas and appropriate units **VC2M7M02** | Content combined and realigned from Level 8 Measurement and Geometry | During implementation year, content will need to be covered at Levels 7 and 8 |
| Level 7  **Measurement** | describe the relationship between π and the circumference, radius and diameter of a circle **VC2M7M03** | Content split and realigned from Level 8 Measurement and Geometry | During implementation year, content will need to be covered at Levels 7 and 8 |
| Level 7  **Statistics** | create different types of displays of numerical data, including dot plots and stem-and-leaf plots, using software where appropriate; describe and compare the distribution of data, commenting on the shape, centre and spread including outliers and determining the range, median, mean and mode **VC2M7ST02** | Content combined, refined and realigned from Level 8 Number and Algebra | During implementation year, content will need to be covered at Levels 7 and 8 |
| Level 8  **Number** | use mathematical modelling to solve practical problems involving rational numbers and percentages, including financial contexts involving profit and loss; formulate problems, choosing efficient mental and written calculation strategies and using digital tools where appropriate; interpret and communicate solutions in terms of the context, reviewing the appropriateness of the model **VC2M8N06** | Content combined, refined and realigned from Level 9 Number and Algebra | During implementation year, content will need to be covered at Levels 8 and 9 |
| Level 8  **Algebra** | graph linear relations on the Cartesian plane using digital tools where appropriate; solve linear equations and one-variable inequalities using graphical and algebraic techniques; verify solutions by substitution **VC2M8A02** | Content split, combined and realigned from Level 9 and Level 10 Number and Algebra | During implementation year, content will need to be covered at Levels 8 and 9 |
| Level 8  **Measurement** | solve problems involving the area and perimeter of irregular and composite shapes using appropriate units **VC2M8M01** | Content split, combined and realigned from Level 9 Measurement and Geometry | During implementation year, content will need to be covered at Levels 8 and 9 |
| Level 8  **Measurement** | use Pythagoras’ theorem to solve problems involving the side lengths of right-angled triangles **VC2M8M06** | Content split and realigned from Level 9 Measurement and Geometry | During implementation year, content will need to be covered at Levels 8 and 9 |
| Level 9  **Algebra** | identify and graph quadratic functions, solve quadratic equations graphically and numerically, and use null factor law to solve monic quadratic equations with integer roots algebraically, using graphing software and digital tools as appropriate **VC2M9A05** | Content combined and realigned from Level 10 Number and Algebra | During implementation year, content will need to be covered at Levels 9 and 10 |