

## Levels of Complexity – Tasmanian Senior Secondary Education

The Levels of complexity for Level 1 to Level 4 are taken from the Australian Qualifications Framework (AQF). The AQF is recognised as Australia's national qualifications policy and aims to provide a national framework that is contemporary, flexible and supports individuals' lifelong learning goals<sup>1</sup>.

	Preliminary to Level 1	Level 1	Level 2	Level 3	Level 4
	Courses at Preliminary to Level 1 require learners to:	Courses at Level 1 require learners to:	Courses at Level 2 require learners to:	Courses at Level 3 require learners to:	Courses at Level 4 require learners to:
<b>Summary</b>	have, with personalised educational adjustments, limited knowledge and skills for personal growth, community involvement and/or further learning	have knowledge and skills for initial work, community involvement and/or further learning*	have knowledge and skills for work in a defined context and/or further learning*	have theoretical and practical knowledge and skills for work and/or further learning*	have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning*
<b>Prior learning</b>	apply, with personalised educational adjustments, relevant prior knowledge, skills and experience	apply relevant prior knowledge, skills and experience	apply foundational prior knowledge, skills and experience	apply specific prior knowledge, skills and experience	apply specialist prior knowledge, skills and experience
<b>Context</b>	demonstrate, with personalised educational adjustments, consolidation and development of knowledge, skills and understanding in personal and other known contexts	demonstrate consolidation and development of knowledge, skills and understanding in personal and other known contexts	demonstrate consolidation and development of knowledge, skills in familiar and defined changing contexts	demonstrate consolidation and development of knowledge, skills and understanding in a variety of known, and some unfamiliar and changing contexts	demonstrate consolidation and development of knowledge, skills and understanding in a wide variety of known, unfamiliar and dynamic contexts
<b>Knowledge</b>	demonstrate, with personalised educational adjustments, personal knowledge and early conventional knowledge	demonstrate foundational knowledge for everyday life, further learning and preparation for initial work*	demonstrate basic factual, technical and procedural knowledge of a defined area of work and learning*	demonstrate factual, technical, procedural and some theoretical knowledge of a specific area of work and learning*	demonstrate broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning*
<b>Skills</b>	exhibit some cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>undertake simple routine activities</li> <li>identify and report simple and defined issues and problems</li> </ul>	demonstrate foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>undertake defined routine activities</li> <li>identify and report simple issues and problems*</li> </ul>	demonstrate basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> <li>undertake defined activities</li> <li>provide solutions to a limited range of predictable problems*</li> </ul>	demonstrate a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>complete routine activities</li> <li>provide and transmit solutions to predictable and sometimes unpredictable problems*</li> </ul>	demonstrate a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>complete routine and non-routine activities</li> <li>provide and transmit solutions to a variety of predictable and sometimes unpredictable problems*</li> </ul>
<b>Application of knowledge and skills</b>	apply knowledge and skills to demonstrate limited autonomy in highly structured and familiar contexts and within narrow parameters	apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters*	apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters*	apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters*	apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters*

\* taken from the *Australian Qualifications Framework*<sup>2</sup>

<sup>1</sup> Australian Qualifications Framework – introduction Levels Summaries and Learning Outcomes Criteria, p. 12 Australian Qualifications Framework, Second Edition January 2013 (<https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>)

<sup>2</sup> AQF qualification type Learning Outcomes Descriptors - Levels Summaries and Learning Outcomes Criteria, p. 12 Australian Qualifications Framework, Second Edition January 2013 (<https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>)

<p><b>Additionally, courses enable contextual opportunities for learners to:</b></p>	<ul style="list-style-type: none"> <li>• apply required knowledge and skills to demonstrate, with personalised educational adjustments, an understanding of rules, patterns and reflection on their own behaviour</li> <li>• demonstrate skills to access, develop and communicate knowledge and ideas; reflect and act to solve problems, think creatively and work with others</li> </ul>	<ul style="list-style-type: none"> <li>• apply required knowledge and skills to demonstrate personal responsibility and accountability for the quality of some outcomes, as individuals and team members</li> <li>• demonstrate skills to access, develop and communicate knowledge and ideas; reflect and act to solve problems, think creatively and flexibly and work with others</li> </ul>	<ul style="list-style-type: none"> <li>• apply required knowledge and skills to demonstrate personal responsibility and accountability for the quality of defined outcomes, as individuals and team members</li> <li>• demonstrate skills to access, develop, summarise, analyse, evaluate** and communicate knowledge and ideas; develop and access expertise when solving problems; think creatively, flexibly and work with others</li> </ul>	<ul style="list-style-type: none"> <li>• apply required knowledge and skills to demonstrate judgement, taking personal responsibility and accountability for the quality of defined and emerging outcomes, as individuals and team members</li> <li>• demonstrate skills to access, analyse and evaluate knowledge and ideas and communicate expertise to others in the field; synthesise and act when solving problems; think creatively, flexibly and analytically to use judgement, vary procedures and work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• apply required knowledge and skills to demonstrate judgement and take individual and collective responsibility and accountability for the quality of evolving outcomes</li> <li>• demonstrate skills to access, analyse and evaluate knowledge and ideas and communicate expertise to specialists in the field; synthesise, resolve and act on complex information; autonomously solve problems; think creatively, flexibly and analytically to develop and inform judgement, adapt procedures and collaborate</li> </ul>
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\*\* analyse and evaluate, in the context of level 2 courses, will be aligned with the content, skills and knowledge within the relevant level of complexity

Glossary	
Dynamic contexts	characterised by continuous change and progress and/or uncertainty in terms of timing or predictability (9 to 12 Learning Working group, based on Collins Dictionary)
Foundation <sup>3</sup>	a principle, an idea or a fact that something is based on and that it grows from (Oxford dictionary)
Foundational	principle, idea or fact that forms the basis for growth (Levels of Complexity workgroup based on Oxford Dictionary)
Foundational knowledge	key facts and theories of the field (Harvard Graduate School of Education)
Personalised educational adjustments <sup>4</sup>	adjustments that assist students with disability to access, participate and engage in quality learning (Department of Education, Tasmania)

### Additional resources:

- Australian Curriculum | Senior secondary curriculum - Achievement Standards (Learning Area specific) may be useful when designing criteria, criterion elements and standards  
[Senior secondary curriculum | The Australian Curriculum](#)
- Australian Curriculum | F-10 curriculum – General capabilities Learning continua may be useful when embedding general capabilities during course and task design  
[General capabilities | The Australian Curriculum](#)
- AQF qualification type Learning Outcomes Descriptors – AQF levels summaries and learning outcomes criteria, Levels 1 – 4 may be useful during course design (AQF Level 1 maps to TASC Level 1)  
[Australian Qualifications Framework](#)
- Australian Core Skills Framework | Core skill requirements Level 1 – 5 may be useful in course and task design and when assessing students' core skill level (ACSF Level 2 maps to TASC Level 1)  
[Australian Core Skills Framework](#)  
[Australian Core Skills Framework | Pre-Level 1](#)

<sup>3</sup> AQF qualification type Learning Outcomes Descriptors – Senior Secondary Certificate of Education – Knowledge, p. 14 Australian Qualifications Framework, Second Edition January 2013 (<https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>)

<sup>4</sup> Educational Adjustments Disability Funding, Department of Education Tasmania, <https://www.education.tas.gov.au/supporting-student-need/educational-adjustments/>