

What is a subject blueprint?

The subject blueprint is a conceptual plan to bring the key drivers to life. It helps to communicate the future subject impact and ideas for Learning Design, Assessment Types and content that will make an impact.

FROM current subject

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| An unmanageable content-heavy biology curriculum that prioritises teacher-directed delivery and limits authentic investigation.                                                                                                                                                                                               |
| Limited and curated opportunities for students to engage in authentic and practical Science Inquiry Skills due to constraints in time, resources, and assessment design requirements.                                                                                                                                         |
| Traditional practical reports prioritise compliance over insight. This limits authentic expression, obscures student thinking, and imposes unfair literacy demands. This can also lead to disengagement and increased reliance on tools like AI, which compromises assessment integrity and accessibility.                    |
| The intentional link between the Deconstruction & Design (D&D) task and the practical investigation where the teacher selects the topics, limits student agency and restricts designs that can be completed within classroom constraints.                                                                                     |
| Biology assessment is dominated by high-stakes, timed tests, making up 70% of the course, which fuels student stress and narrows learning. The pressure to perform in exams drives surface-level memorisation, not deep understanding. This reinforces a cycle where assessment dictates learning, rather than supporting it. |

TO future of the subject

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| A flexible, student-centered learning experience that fosters deep engagement, scientific inquiry, and allows students to explore areas of personal relevance across human and environmental biology.                                                                            |
| Students develop Science Inquiry Skills authentically by engaging regularly in practical investigations across diverse contexts.                                                                                                                                                 |
| Science Inquiry Skills and biological understanding are demonstrated through diverse, student-driven modes of communication capturing authentic, ongoing, and personally meaningful learning that reflect each student’s unique pathway and engagement with real-world contexts. |
| Students have the freedom to choose the topic, question and context for their Deconstruction & Design task, allowing them to explore an area of biology that aligns with their personal interests or future learning pathway.                                                    |
| More open assessments that support learning to explore fostering curiosity, allowing students to demonstrate deeper understanding and application of biological knowledge, increase student agency, and encourage a focus on real-world application that impacts communities.    |

THROUGH

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| A reduction in examinable content creating space for an emphasis that enable innovative assessment learning design that fosters curiosity, critical thinking, and real-world problem solving.                                                                                                                                                                                |
| A deliberate inclusion of varied practical activities that foster skills in critical and adaptive thinking, responding to unexpected outcomes, and understanding how limitations of design support inquiry, analysis, and evaluation.                                                                                                                                        |
| The integration of oral discussions (e.g. viva or Socratic dialogue, argumentation), ongoing journal reflections, and periodic assessment to promote metacognition. Structuring learning across varied practical contexts, both inside and outside the classroom.                                                                                                            |
| Separating the Deconstruction & Design (D&D) task from the Practical Investigation to give students greater flexibility in choosing a topic of personal interest and allowing students to propose more ambitious or creative designs that extend beyond what can be completed within classroom constraints.                                                                  |
| A diversity of learning and assessment activities where students can transfer foundational biological concepts to contemporary issues in socio-scientific issues and Science as a Human Endeavour. This could include more opportunities for students to self-direct their learning using modes like case studies which support greater critical thinking and metacognition. |

**NB: as Subject Renewal Groups (SRGs) progress through the Subject Renewal process, plans and documents will be further refined and updated.**

