



History

Years K–10 Draft Australian Curriculum

Consultation Report

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1 Executive Summary

1.1 Introduction

The organisation of content into historical knowledge and understandings and skills is appropriate. However, K–10 teachers expressed the need for greater emphasis on student-centred learning rather than content-driven pedagogy and for the provision of a clear developmental framework of conceptual understanding and skills K–10. There is a need for greater clarity and direction in the knowledge and understandings content descriptions. Although there are some similarities to the NSW syllabuses, there are sufficient differences to require training and support materials.

K–6 teachers expressed concern about how the other strands of Human Society and Its Environment (HSIE) will be taught in the interim period before the development of a Geography curriculum. The organisation of content into stages of learning is preferred to the currently proposed yearly organisation in the draft curriculum. The amount of content in K–6 is uneven, particularly in civics and citizenship and Indigenous history. Primary teachers expressed concern about the need for professional development for teachers in history methodology and content.

The main issue of concern for Years 7–10 is that there is too much content, both for the 80 hours for which it is written and the 50 hours available in NSW schools. The content for NSW is doubled for Years 9–10 with the introduction of C19th History in Year 9 and the emphasis on world history in Year 10. Inclusion of a world history context is supported but it requires careful integration and reorganisation with a simpler overview and choice of Depth Studies to reduce content overall.

1.2 Key matters

K–6

- A clearer emphasis on student-centred learning is required.
- There is too much content in Years 4–6 and some content is unevenly distributed.
- There is no clear developmental framework of conceptual understanding and skills linking student learning across K–10.
- Teachers are concerned that the introduction of History as a distinct subject will require professional development and more specific teacher training in both History pedagogy, and content and resource support.
- The organisation by Years and not by stages is problematic for composite/multi-aged classes and small schools.
- The implementation of History prior to other strands of HSIE, including Geography, will cause difficulty in developing an integrated approach.

Years 7–10

- There is too much content for the 80 hours for which the curriculum is written, which has meant doubling of content for Years 9–10 in NSW. Currently History has 50 hours per year in NSW.
- There will be little time to develop deeper historical and conceptual understandings and to practise and apply skills for the full range of students.

- There is need for greater clarity and direction in some knowledge and understanding content descriptions.
- There is significant content overlap between Year 10 and senior Modern History; and between Years 5–6 and Years 9–10.
- Greater clarity is needed in the understanding and application of the Overview and Depth Study structure to allow more choice and reduce the overall content load.

1.3 Recommendations to ACARA

K–6

- Reduce the amount of content in Years 4–6 and reinstate the primacy of the learner in the curriculum.
- Reorganise content in stages rather than by Years.

Years 7–10

- Reduce the amount of content to ensure there will be time for deeper learning and the development and practice of conceptual understandings and skills.
- Revise the structure of Overview and Depth studies, reducing content and ensuring that the options provide further choice for schools.
- Clarify language in content descriptions.
- Further clarify achievement standards to reflect the content and skills for each Year.

Years K–10

- Ensure that there is a clear emphasis on student-centred learning to provide a basis for pedagogy to engage and cater for the full range of students.
- Develop a clear developmental framework of conceptual understandings and skills mapped across Years K–10.
- Include a diagram or flowchart of the curriculum to represent the continuum of learning K–10 to replace the ‘fan’ diagram, which is difficult to comprehend.
- Make the online format of the curriculum more user-friendly.
- Reorganise the skills taxonomy, to begin with the lower-order skills such as comprehension.
- Include a glossary of curriculum terms.
- Provide a printed hard copy of each curriculum as well as providing access online.

2 Background Information

The Australian Curriculum, Assessment and Reporting Authority (ACARA) released the draft K–10 curriculum for the four Phase 1 learning areas on 1 March 2010. The curriculum for English, mathematics, science and history was released in electronic format on a consultation portal for a period concluding 23 May 2010. The consultation portal allowed for response to an online survey as well as opportunities for specific feedback regarding individual content statements. During the consultation period ACARA conducted a trial of materials with 150 schools (25 in NSW), general forums in each state (including a stakeholder meeting on 25 March at the Wesley Centre), and subject-specific national meetings held in Sydney in April.

ACARA has an established timeline that includes further curriculum refinement to follow the consultation period with the release of the final curriculum in September 2010.

The NSW Minister for Education and Training has asked the Board of Studies to lead consultation in NSW in order to provide advice about the quality and suitability of the curriculum for NSW schools.

Consequently the Board of Studies conducted a coordinated set of consultation activities to engage teachers and stakeholders and to seek their feedback. The consultation program consisted of a curriculum mapping activity, teacher meetings in regional and metropolitan venues, video conferences, subject-area stakeholder meetings, and a series of stakeholder meetings that focused on whole-school issues and the implications for assessment, reporting and certification.

The NSW History consultation consisted of:

- curriculum mapping undertaken by three expert practitioners in the learning area on 2 and 3 March
- full-day stakeholder meeting held at the Board of Studies 10 March 2010
- a video conference targeting Primary teachers from the North Coast on 24 March 2010
- afternoon meetings with teachers at:
 - Liverpool on 11 March
 - Petersham on 15 March
 - Argenton on 23 March
 - Bathurst on 28 April
- an online survey on the Board of Studies website for the period 8 March to 30 April 2010.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to the Board.

3 Summary of Respondents

3.1 Consultation at teacher and stakeholder meetings

6 teacher and stakeholder meetings

Stakeholders	28	Teachers	297
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3.2 Online survey respondents

112 online survey responses

Years of schooling:

Kindergarten to Year 6	9	Years 7 to 10	103
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Sector:

Government	42	Independent	41	Catholic	28
Other	1				

Response from:

Parent	6	Principal	4	School Executive	24
Student	6	Teacher	65	Other	7

Number of people contributing to the response:

1	90	2	3	3	9
4	1	5	2	6 or more	7

4 Summary of Key Matters Raised

Key matters raised for History arising from consultation
K–6
<ul style="list-style-type: none"> The explicit inclusion of History and historical skills and sources is supported but teachers are greatly concerned about the need for teacher professional development and more specific teacher training for History in both pedagogy and content and support through resourcing
<ul style="list-style-type: none"> The organisation by years will cause difficulty for composite/multi-aged classes and small central schools
<ul style="list-style-type: none"> Teachers have significant concerns about the other strands in HSIE and how they will be taught while Geography is being developed
<ul style="list-style-type: none"> The amount of content is inconsistent across K–6 with too much content in Years 4–6, and with uneven distribution of some topics such as Indigenous history
<ul style="list-style-type: none"> Clearer emphasis is needed on student-centred learning, inquiry methodology and engaging pedagogy for the full range of students.
Years 7–10
<ul style="list-style-type: none"> The inclusion of the two strands of historical knowledge and understanding and historical skills in content descriptions is a relevant organiser. However, too much content for the 80 hours for which the curriculum is written has resulted in doubling the content for NSW in Years 9–10 with the inclusion of C19th history in Year 9 and world history in Year 10. Currently each year has 50 teaching hours in NSW. There will be little time to develop deeper historical and conceptual understandings and skills
<ul style="list-style-type: none"> Clearer emphasis is needed on student-centred learning and inquiry methodology to engage the full range of student ability
<ul style="list-style-type: none"> There is overlap in content between Years 5–6 and Years 9–10, and between Year 10 and senior Modern History
<ul style="list-style-type: none"> Further development is needed in the structure of Depth Studies and Overview, with the inclusion of choice/options to reduce content
<ul style="list-style-type: none"> Further clarification is needed on achievement standards, assessment/reporting and implementation timelines
<ul style="list-style-type: none"> The online format, while convenient for filtering, renders the curriculum cumbersome and difficult to understand

5 Analysis

5.1 Rationale

Overall Comments

The rationale is a reasonable overview although the Draft Curriculum does not reflect the stronger focus on student-centred learning, creativity and innovation foreshadowed in the Framing Paper.

Summary of feedback	Source/s
<ul style="list-style-type: none"> The Rationale is a reasonable overview of the subject although student-centred learning, creativity and innovation are clearer in the Framing Paper than here. 	Consultation x 3 Stakeholder meeting
<ul style="list-style-type: none"> There should be a stronger focus on student learning rather than what is to be taught. 	Stakeholder meeting Consultation x 1 DET IEU BCC
<ul style="list-style-type: none"> An explanation of ‘world history’ as used in the Rationale and curriculum is required as it is not consistent. 	IEU BCC

5.2 Aims

Overall Comments

The aims are simple and accessible, although several elements contained in the aims, such as *empathy* and *citizenship*, are not obvious in the content descriptions.

Summary of feedback	Source/s
<ul style="list-style-type: none"> The aims are simple and accessible. 	Consultation meetings
<ul style="list-style-type: none"> Too much content will impinge on the time to develop skills or to develop an enjoyment of history. 	Consultation meetings x 3 Stakeholder meeting DET CEC AHISA HTA-NSW Teachers Federation School BCC
<ul style="list-style-type: none"> 'Empathy' and 'citizenship' referred to in the aims are not obvious in the content throughout the document. 	Consultation meetings x 3 BCC

5.3 Organisation of Content

Overall Comments

The organisation of content into historical knowledge and understanding and skills in a chronological framework is appropriate. However a coherent framework of learning for K–10 is lacking.

The K–6 organisation of content is uneven and there is a strong preference for the organisation of content by stages rather than by Years to facilitate teaching/learning in composite/multi-aged classes.

Years 7–10 require further reduction of content in the Overviews and reduction in the number and scope of Depth Studies. Some topics, such as the Vietnam War, are pivotal to an understanding of C20th Australian history and yet they are missing.

Summary of feedback	Source/s
K–6	
<ul style="list-style-type: none"> The organisation of content into knowledge and understanding and historical skills is clear and appropriate. 	Consultation meetings DET
<ul style="list-style-type: none"> The curriculum is too content-driven, particularly in Years 4–6. There is concern that there will not be enough time to develop deeper knowledge and understanding and skills for the full range of students. 	Stakeholder meeting Consultations x 5 DET CEC AHISA Schools x 2 IEU BCC Teachers Federation
<ul style="list-style-type: none"> The content in K–2 needs revision. Kindergarten and Year 1 have similar content. Year 2 is lacking detail. 	Stakeholder meeting Consultations x 5 DET CEC IEU
<ul style="list-style-type: none"> Organisation by years will impact negatively on composite/multi-aged classes and on the full range of student ability. Content would be more effectively organised in stages for greater flexibility. 	Stakeholder meeting Consultations x 5 DET BCC Teachers Federation School x 2

Summary of feedback	Source/s
<ul style="list-style-type: none"> There is lack of flexibility in content – it needs further choices/options to reflect student interest, ability and local context. 	Stakeholder meeting DET Teachers Federation Consultations x 5 School
<ul style="list-style-type: none"> Indigenous history is unevenly distributed and is tokenistic with the main focus concentrated in Year 4. It needs to be evenly included in each Year. 	Stakeholder meeting Consultations x 4 Teachers Federation DET CEC IEU BCC
<ul style="list-style-type: none"> Greater clarity is needed in many of the content descriptions, for example in Year 6: ‘other countries’ perceptions of Australia in the early 20th century’. 	Stakeholder meeting DET Consultations x 3 CEC BCC
<ul style="list-style-type: none"> Curriculum cohesion across the Years needs further development; spiral development is not evident. A coherent framework of learning in K–10 is needed. 	Stakeholder meeting DET AHISA IEU BCC
<ul style="list-style-type: none"> The developmental level of students requires greater consideration in knowledge, understandings and skills. 	Stakeholder meeting DET CEC Teachers Federation AHISA IEU BCC
<ul style="list-style-type: none"> The Preface for each Year would be enhanced by the inclusion of skills statements. 	Stakeholder meeting IEU
<ul style="list-style-type: none"> Civics and citizenship needs to be clearly embedded throughout the curriculum. 	BCC
<p>Years 7–10</p>	
<ul style="list-style-type: none"> The organisation of content into historical knowledge, understanding and skills is appropriate. 	Consultation meetings BCC DET HTA-NSW School

Summary of feedback	Source/s
<ul style="list-style-type: none"> Clarification and further development of Overview and Depth Studies is needed. Some Depth Studies are too large, for example <i>The Great War and Its Aftermath</i>. 	Stakeholder meeting Consultations x 4 Online survey DET AHISA Teachers Federation BCC School
<ul style="list-style-type: none"> It is not clear what is meant by the terms Depth Study or Overview. A broad overview is required with the opportunity to choose a Depth Study option to reflect students' interests and abilities, local context and school needs. Further clarification is needed for the school-developed study. 	Stakeholder meeting Consultations x 4 Online survey DET CEC BCC School
<ul style="list-style-type: none"> The inquiry questions, 'big ideas' or themes may be preferable as organisers for the content for each Year, such as <i>Australia at War</i> or <i>Why did Australia go to war in the past?</i> 	Stakeholder meeting Consultation meetings x 3 AHISA BCC School
<ul style="list-style-type: none"> A world history context and the chronological organisation of content are to be commended. 	Stakeholder meeting AHISA HTA-NSW BCC School
<ul style="list-style-type: none"> The taxonomy of skills needs reworking. 	Stakeholder meeting DET IEU BCC
<ul style="list-style-type: none"> The language employed in the document needs greater clarity. Elaborations must include skills but should not lead to increased content. There was concern that teachers may feel obliged to teach everything that is included in the elaborations which would render the curriculum unmanageable. 	Stakeholder meeting DET CEC AHISA BCC
<ul style="list-style-type: none"> Outcomes, <i>learn to</i> and <i>learn about</i> statements would clarify and elaborate content for teachers. 	Stakeholder meeting Consultations x 4 HTA-NSW
<ul style="list-style-type: none"> Although useful for filtering, the format of the online curriculum has proven to be difficult to use. Many teachers would prefer access to both an online curriculum and a hard copy. 	Consultations x 4 BCC HTA-NSW

Summary of feedback	Source/s
<ul style="list-style-type: none"> There is a need to know assessment requirements to fully evaluate suitability of content requirements. 	Online survey CEC IEU BCC
<ul style="list-style-type: none"> There is overlap in content between Year 10 and senior Modern History in C20th world and Australian history. 	Consultations x 3 Online survey BCC HTA-NSW
<ul style="list-style-type: none"> In Year 10, the Vietnam War and perspectives of gender history, civics and citizenship, environment and specific historical personalities should be included. 	Stakeholder meeting Consultations x 4 CEC
<ul style="list-style-type: none"> The treatment of Middle Eastern History is too Eurocentric: for example, the historical development of Islam is not included in content. 	Consultations x 2 Online survey
<ul style="list-style-type: none"> There is overlap between content in Years 6 and 9, in the areas of C19th colonial Australia. 	Consultation x 1 Online survey School BCC HTA-NSW
<ul style="list-style-type: none"> Consideration should be given to changing the title <i>What is History?</i> in Year 7 to a broader topic title such as <i>Investigating History</i>, as students will have been studying History in primary Years. 	Stakeholder meeting Consultations x 3 DET IEU
<ul style="list-style-type: none"> A world history context has reduced the time available to study Australian history in depth in Years 9 and 10. 	Online survey
<ul style="list-style-type: none"> There is a need for teaching/learning resources for new areas such as <i>The Renaissance</i> in Year 8. 	Online survey IEU
<ul style="list-style-type: none"> Mandate a research skills unit for each Year. 	School

5.4 Content Descriptions

Overall Comments

The sequence of content is appropriate although there is too much content in Years 4–6 and some content is unevenly allocated across the Years. The content-driven curriculum will not facilitate engaging pedagogy and the development of skills. There are significant concerns about the quality and placement of Indigenous history.

Years 7–10 has too much content, resulting in the doubling of the content of the current NSW syllabus in Years 9–10. Teachers voiced strong concern that there will be insufficient time to develop depth of historical and conceptual understandings and skills. The majority of online respondents agreed that there was a focus on essential learnings but the questions did not allow for a response on the amount of content.

Summary of feedback	Source/s
K–6	
<ul style="list-style-type: none"> Much of the content is similar to the current HSIE NSW syllabus content. 	Consultation meetings
<ul style="list-style-type: none"> There is too much content overall for suggested hours. 	Stakeholder meeting Consultations x 5 Online survey DET CEC Teachers Federation AHISA HTA-NSW Schools x 2 IEU BCC
<ul style="list-style-type: none"> The emphasis should be on student-centred inquiry learning. The content-driven curriculum may not facilitate engaging pedagogy and development of skills. 	Consultations x 5 Online survey DET CEC Teachers Federation AHISA IEU BCC
<ul style="list-style-type: none"> Content descriptions lack detail. Elaborations are inconsistent and unclear in places. 	Stakeholder meeting Consultations x 4 DET CEC BCC

Summary of feedback	Source/s
<ul style="list-style-type: none"> Many concepts in Years 4–6 are too sophisticated. 	Stakeholder meeting Consultations x 3 DET BCC
<ul style="list-style-type: none"> Concerns were raised about how other HSIE subjects will be taught or integrated: for example, <i>Geography</i>, <i>Cultures</i>, <i>Civics and citizenship</i>. 	Stakeholder meeting Consultations x 5 DET BCC
<ul style="list-style-type: none"> Familiar HSIE topics are not evident, for example, international issues/current affairs/geography/environment and historical figures. 	Stakeholder meeting Consultations x 3
<ul style="list-style-type: none"> Mapping of similar topics/literacy across subjects is needed to facilitate integration. 	Consultations x 3 DET
<ul style="list-style-type: none"> Content does not provide adequate opportunity for choices/options. 	Online survey DET BCC
<ul style="list-style-type: none"> Consideration should be given to introduce <i>Civics and citizenship</i> and Indigenous history earlier and more evenly throughout K–6. 	Consultations x 2 BCC
<p>Years 7–10</p>	
<ul style="list-style-type: none"> There is too much content to teach in the 80 hours for which the curriculum is written. This is a major issue for NSW with its current 50 hours per year. Content has doubled for NSW in Years 9/10 with the inclusion of C19th history and C20th world history. 	Stakeholder meeting Consultations x 4 Online survey DET CEC AHISA Teachers Federation HTA-NSW BCC Schools x 2
<ul style="list-style-type: none"> There are similar topics to the NSW syllabus, particularly in Years 7, 8 and 10. 	Consultation meetings x 4
<ul style="list-style-type: none"> The chronological sequence of content is appropriate. 	Consultation meetings x 3 School

Summary of feedback	Source/s
<ul style="list-style-type: none"> There is not sufficient time to develop skills and concepts. 	Stakeholder meeting Consultations x 4 Online survey DET CEC Teachers Federation AHISA Schools x 2
<ul style="list-style-type: none"> The curriculum does not cater for the full range of student abilities and various learning environments such as ESL students, students with intellectual disabilities, rural and distance students. 	Stakeholder meeting Online survey Consultations x 4 DET CEC Teachers Federation AHISA HTA-NSW IEU BCC School
<ul style="list-style-type: none"> Some concepts are too sophisticated, for example, Year 8 topic 12: ‘the nature of medieval Christian and Islamic worldviews’. 	Stakeholder meeting Consultations x 4 Online survey DET
<ul style="list-style-type: none"> Concern was expressed that the Year 9 course content may not engage students. 	Online survey
<ul style="list-style-type: none"> The Year 9 course is similar to the NSW History curriculum from the 1970s, with its emphasis on large bodies of content. 	Stakeholder meeting Consultation meetings x 4
<ul style="list-style-type: none"> The inclusion of C19th history is supported but the additional content will require more time than allocated. Organising this content around themes might make it more manageable to teachers. 	Stakeholder meeting AHISA School
<ul style="list-style-type: none"> Year 10 is similar to NSW curriculum, but with more content and less focus on human experiences. 	Stakeholder meeting
<ul style="list-style-type: none"> Insufficient acknowledgement of modern communication mediums. 	School
<ul style="list-style-type: none"> The greater opportunity for continuity of history teaching that is facilitated by the compulsory study of history in Years 7–10 is commended but hours need clarification. 	School HTA-NSW
<ul style="list-style-type: none"> Specific teaching of meta-language is needed. 	School

Summary of feedback	Source/s
<ul style="list-style-type: none"> There needs to be a discussion on what is significant knowledge in Australian history and what is expected to be known by the end of Year 10. 	Teachers Federation
<ul style="list-style-type: none"> The role of Union history in shaping Australia’s history needs to be considered in the curriculum. 	Teachers Federation

Online survey data

- The content descriptions focus on the essential learning for the subject.

Strongly Disagree	Disagree	Agree	Strongly Agree
7	20	46	2
9.3%	26.7%	61.3%	2.7%

- The sequence of content is logical and appropriate to the students’ stage of development.

Strongly Disagree	Disagree	Agree	Strongly Agree
11	16	44	5
14.5%	21.1%	57.9%	6.5%

- The descriptions of content are specific enough to support teaching.

Strongly Disagree	Disagree	Agree	Strongly Agree
21	27	29	5
25.6%	33.0%	35.3%	6.1%

5.5 Achievement Standards

Overall Comments

Major concerns were raised about the possible implementation of national testing. Further details on the achievement standards are required. Assessment should be for learning, for engagement and for reporting. Feedback indicated that it was difficult to evaluate these with only the ‘C’ standard provided. Despite the majority of online responses agreeing that the standards formed a sound basis for guiding assessment and reporting, many at the consultation meetings stated that the standards lacked reference to skills, lacked specificity and were inconsistent across the years.

Summary of feedback	Source/s
K–6	
<ul style="list-style-type: none"> Assessment should focus on what students can do rather than what they have been taught. 	BCC
<ul style="list-style-type: none"> There is a preference for outcomes-based assessment to facilitate reporting. Concern was raised that it may be difficult to use achievement standards for the comprehensive measuring of student progress, and for reporting. 	Stakeholder meeting Consultations x 4 HTA-NSW CEC IEU
<ul style="list-style-type: none"> The Standards are too broad – they lack specificity and are inconsistent in focus across Years, between K–2 and Years 3–6. 	Stakeholder meeting Consultations x 2 DET CEC IEU BCC
<ul style="list-style-type: none"> There needs to be more focus on skills development, particularly in the earlier years. 	Stakeholder meeting Consultations x 3 AHISA BCC School
<ul style="list-style-type: none"> There is a need for the development of a large range of student work samples and high quality assessment tasks. 	Stakeholder meeting Consultations x 3 CEC BCC
<ul style="list-style-type: none"> There is concern as to how standards will be used – will they be summative or formative? 	Stakeholder meeting CEC AHISA IEU BCC

Summary of feedback	Source/s
<ul style="list-style-type: none"> Assessment should be for learning, for engagement and for reporting feedback. 	Stakeholder meeting BCC
Years 7–10	
<ul style="list-style-type: none"> Overall the ‘C’ standard represents an appropriate level of achievement. 	Online survey
<ul style="list-style-type: none"> There is a need for information/clarification on reporting achievements. 	Stakeholder meeting Online survey CEC AHISA IEU
<ul style="list-style-type: none"> There is concern that only content will be tested and that there will not be enough time to develop historical skills. 	Stakeholder meeting Online survey AHISA HTA-NSW BCC IEU Schools x 2
<ul style="list-style-type: none"> Measuring achievement standards by Years and not by stages is problematic for many schools. 	BCC HTA-NSW
<ul style="list-style-type: none"> There is concern about the future of the NSW School Certificate and how content will be examined. 	Consultations x 4 Online survey BCC
<ul style="list-style-type: none"> Questions were raised about the place of national testing. 	Stakeholder meeting Consultations x 4 BCC School
<ul style="list-style-type: none"> It is difficult to evaluate with only a ‘C’ standard. Standards should reflect the development of skills. 	Stakeholder meeting Consultations x 4 IEU BCC
<ul style="list-style-type: none"> Achievement standards may be too ambitious for the full range of student abilities. 	Stakeholder meeting Online survey
<ul style="list-style-type: none"> There is too much content in Years 8 to 10 for the achievement standards to be valid. 	Online survey IEU
<ul style="list-style-type: none"> If the teaching time (hours) varies between states and there is a national test, there may be an issue of equity. 	Online survey

Online survey data

- The standards for each year of schooling represent an appropriate level of achievement.

Strongly Disagree	Disagree	Agree	Strongly Agree
2	27	37	1
3.0%	40.3%	55.2%	1.5%

- The standards form a sound basis for guiding assessment and reporting.

Strongly Disagree	Disagree	Agree	Strongly Agree
6	22	36	3
9.0%	32.8%	53.7%	4.5%

5.6 Catering for the full range of students

Overall Comments

Currently the draft does not cater for the full range of students including students with special education needs: ESL students, intellectually disabled students, rural and isolated students. There is currently insufficient time due to content overload to develop deeper understanding and skills and revision of prior skills for all students.

Summary of feedback	Source/s
<ul style="list-style-type: none"> There is too much content to teach in the indicative time, which will particularly disadvantage students with special education needs. There will be little time to develop historical skills, concepts and understandings. 	Stakeholder meeting Consultations x 5 Online survey DET CEC AHISA HTA-NSW BCC Teachers Federation Schools x 2 IEU
<ul style="list-style-type: none"> The national curriculum needs to reduce the content by offering options within topics to reflect differing student needs and interests. 	Stakeholder meeting Consultations x 4 Online survey DET CEC Teachers Federation BCC AHISA School
<ul style="list-style-type: none"> The curriculum is not catering for the full range of student abilities and learning environments. Strong concern is expressed about students with special educational needs. Life Skills curriculum is valued in NSW. 	Stakeholder meeting Consultations x 4 Online survey CEC BCC Teachers Federation HTA-NSW AHISA IEU School
<ul style="list-style-type: none"> There is insufficient scope to teach the full range of students. 	Consultations x 3 Online survey IEU Teachers Federation BCC

Summary of feedback	Source/s
<ul style="list-style-type: none"> • Concepts are too difficult for students from Years 8 to 10: for example, <i>imperialism, nationalism, industrial revolution</i>. This is detrimental to the creation of a meaningful curriculum for students. 	Stakeholder meeting Consultations x 2 Online survey Teachers Federation BCC
<ul style="list-style-type: none"> • It is difficult to evaluate the draft without knowing details of assessment and reporting, determination of hours and implementation. 	Stakeholder meeting Consultations x 3 Online survey IEU BCC
<ul style="list-style-type: none"> • Historiography is generally too difficult for Years 9 and 10. 	Online survey DET BCC
<ul style="list-style-type: none"> • Less experienced teachers will struggle to teach this curriculum, particularly the concepts. 	Consultations x 4 Online survey CEC BCC
<ul style="list-style-type: none"> • Additional support is needed in the form of teaching programs and resources, particularly for students with intellectual disabilities and rural and isolated students. 	Stakeholder meeting Consultations x 5 CEC AHISA Teachers Federation HTA-NSW BCC IEU School

5.7 General capabilities and cross-curriculum dimensions

Overall Comments

Online surveys indicate that the majority agree that there is sufficient emphasis on general capabilities and cross-curriculum dimensions, although serious concerns are raised about the quality and development of the Indigenous history dimension.

Summary of feedback	Source/s
K–6	
The use of filters to highlight general capabilities and cross-curriculum dimensions will be useful when developing integrated units of work.	Consultation meetings
Concerns were raised about the lack of specificity in the ICT content: ICT should include communication.	Consultations x 3
There are concerns about the ‘siloing’ of separate subjects that makes integration difficult.	BCC
Years 7–10	
There is appropriate emphasis given to general capabilities and cross-curriculum dimensions in the content descriptions.	Online surveys
The cross-curriculum links are limited and vague. Consideration should be given to including gender. Indigenous dimensions are poorly developed.	Online survey DET CEC BCC
Life Skills Years 7–10 content and skills are not included.	Online survey BCC
Concerns were raised that thinking skills, curiosity, creativity and self-management cannot be fostered in a content-driven approach to K–10 History.	Online survey
Indigenous issues are often tokenistic and unevenly distributed across the Years.	DET BCC

Online survey data

- There is appropriate emphasis given to the general capabilities and cross-curriculum dimensions in the content descriptions.

Strongly Disagree	Disagree	Agree	Strongly Agree
6	14	50	4
8.1%	18.9%	67.6%	5.4%

- The general capabilities and cross-curriculum dimensions are represented in authentic ways.

Strongly Disagree	Disagree	Agree	Strongly Agree
7	19	43	2
9.8%	26.8%	60.6%	2.8%

5.8 Other comments

There was considerable concern expressed about the need for professional development in History pedagogy and content and resource support, particularly for primary teachers. How other strands of HSIE such as Cultures, Geography etc. are to be taught was also of concern.

Implementation timing, impact on other HSIE subjects and future assessment/national testing were concerns of secondary teachers. Another issue that emerged was how literacy and numeracy general capabilities can be met, considering the content overload.

Summary of feedback	Source/s
K–6	
<ul style="list-style-type: none"> There will be a strong need for professional development in skills, history methodology and specific content for current teachers and pre-service teachers. 	Stakeholder meeting Consultations x 5 BCC HTA-NSW Teachers Federation IEU AHISA School
<ul style="list-style-type: none"> There will be a need for resources to support engaging pedagogy. 	Stakeholder meeting Consultations x 5 IEU BCC Teachers Federation HTA-NSW AHISA
<ul style="list-style-type: none"> There is considerable concern about how other HSIE subjects will be taught during the implementation process and the ‘silo’ effect of discrete subjects in primary. 	Stakeholder meeting Consultations x 5 IEU Teachers Federation BCC
<ul style="list-style-type: none"> Implementing four new syllabuses at the same time is a challenge for school management and substantial time will be required for implementation. 	Stakeholder meeting Consultations x 5 IEU Teachers Federation AHISA
<ul style="list-style-type: none"> <i>Civics and citizenship</i> has not been explicitly indicated. 	Stakeholder meeting AHISA
<ul style="list-style-type: none"> There is a need to review the transition between Years 6 and 7. 	Stakeholder meeting

Summary of feedback	Source/s
<ul style="list-style-type: none"> There is concern about the implications for national testing. 	Stakeholder meeting Consultations x 4 BCC
Years 7–10	
<ul style="list-style-type: none"> There is need for professional development for current teachers, pre-service teachers and support documents/resources/student work samples. 	Stakeholder meeting Consultations x 4 AHISA IEU Teachers Federation BCC School
<ul style="list-style-type: none"> The format of the online curriculum, although useful for filtering, is difficult to comprehend. It is difficult to gain a sense of the curriculum as a whole. 	Stakeholder meeting Consultations x 5 CEC BCC HTA-NSW
<ul style="list-style-type: none"> There are concerns about the impact of the national curriculum on NSW Elective History and other HSIE subjects, such as Geography and Commerce. The need to retain the curriculum diversity of NSW was expressed. 	Stakeholder meeting Consultations x 4 Online survey AHISA BCC
<ul style="list-style-type: none"> Staggering of implementation is recommended and a slowing-down of the curriculum development process. 	Stakeholder meeting Consultations x 4 Online survey IEU Teachers Federation BCC HTA-NSW
<ul style="list-style-type: none"> Concerns were expressed about how literacy and numeracy general capabilities could be met considering content overload. 	Stakeholder meeting Consultations x 4 AHISA
<ul style="list-style-type: none"> There were non-government school concerns regarding registration/accreditation requirements of the Board of Studies in the transitional period. 	Stakeholder meeting Consultations x 3
<ul style="list-style-type: none"> There were concerns about equity issues, regarding support across systems, including isolated schools. 	Stakeholder meeting Consultations x 2 BCC Teachers Federation

Summary of feedback	Source/s
<ul style="list-style-type: none">• It is difficult to comment without indications of hours and assessment information.	Stakeholder meeting Online survey BCC School
<ul style="list-style-type: none">• Flexibility is needed in the development of indicative hours.	AHISA
<ul style="list-style-type: none">• The treatment of The Holocaust requires revision.	AHISA
<ul style="list-style-type: none">• More depth is required for the study of World War Two.	AHISA
<ul style="list-style-type: none">• In Year 9 the Reformation should be added to accompany the study of the Renaissance.	AHISA

6 Respondents

6.1 Responses from individuals and groups

Responses were received from the following individuals and groups:

- NSW Department of Education and Training (DET)
- Catholic Education Commission (CEC)
- Association of Heads of Independent Schools of Australia (AHISA)
- History Teachers’ Association of NSW (HTA-NSW)
- Inaburra School
- Redeemer Baptist School
- The Scots School Bathurst and Lithgow
- Shore School
- NSW/ACT Independent Education Union (IEU)
- NSW Teachers Federation

6.2 Stakeholder meeting at the Board of Studies on 10 March 2010

Name	Organisation
Cathy Anderson	NSW Secondary Principals’ Council
Amanda Austin	NSW Teachers Federation
Stephen Bomford	Independent Primary Schools Heads Association of Australia
Garry Brown	Association of Heads of Independent Schools of Australia, NSW
Paul Burgis	Association of Heads of Independent Schools of Australia, NSW
Beatriz Cartlidge	Professional Teachers’ Council; History Teachers’ Association of NSW
Patrick Devery	NSW/ACT Independent Education Union
Brian Elliott	NSW Department of Education and Training
Sharon Esterman	Catholic Education Commission
Jean Evans	Federation of Parents and Citizens’ Associations of NSW
Richard Ford	NSW Vice-Chancellors’ Committee
Michael Gallagher	NSW/ACT Independent Education Union
Peter Kelaher	Catholic Education Commission
Lenie Kumulia	NSW Parents Council

Teresa Llewellyn-Evans	Australian Association for Special Education NSW Chapter
Patrick Mahoney	NSW Secondary Principals' Council
Heather Martin	Special Education Committee
Meredith Martin	Special Education Committee
Graham O'Harae	NSW Teachers Federation
Tiffany Roos	Association of Independent Schools of NSW
Pauline Sheppard	NSW Department of Education and Training
Lianne Singleton	NSW Primary Principals' Association
Catherine Smyth	University of Sydney
Anne Southwell	NSW Department of Education and Training
Rachael Sowden	Federation of Parents and Citizens' Associations of NSW
Adele Wessell	Committee of Chairs of Academic Boards
Leanne Woodley	Association of Independent Schools of NSW

6.3 Teacher meetings

Venue	Date	K–6	Years 7–10	Unspecified	Total
Liverpool Catholic Club	11 March		26	48	74
Petersham RSL	15 March	5	21	65	91
Club Macquarie Argenton	23 March	16	30	29	75
Bathurst RSL	28 April	25	18		43
K–6 video conference to Coffs Harbour	24 March	14			14