



Geography

K–10 Draft Syllabus

Consultation Report December 2014

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1 Background information

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) began its syllabus development process for K–10 Geography following state and territory Education Ministers' endorsement of the Australian curriculum content descriptions for Foundation (Kindergarten in NSW) to Year 10 Geography in May 2013.

Implementation of the Australian curriculum is the responsibility of states and territories. In NSW, curriculum is delivered via syllabuses approved by the Minister for Education. BOSTES develops syllabuses for use by all NSW schools.

The *Geography K–10 Draft Syllabus* has been developed to include the Australian curriculum content descriptions.

BOSTES conducted widespread consultation in Term 3 2014 to engage stakeholders and to seek their feedback on the draft syllabus. The consultation program consisted of:

- a meeting of the Board Curriculum Committee (BCC) for K–10 Geography on 19 August
- a stakeholder meeting (SM) on 29 July
- afternoon consultation meetings (CM) at
 - Liverpool on 30 July
 - Moruya on 4 August
 - Pennant Hills on 6 August
 - Coffs Harbour on 11 August
 - Orange on 13 August
 - Gympie on 20 August
 - Griffith on 21 August
 - Ashfield on 26 August
- special education focus group meeting (Special Education) at
 - Ashfield on 26 August
- an online survey (Survey) on the BOSTES website for the period 21 July to 29 August
- written submissions from:
 - NSW Department of Education and Communities
 - Catholic Education Office – Sydney
 - Catholic Schools Office – Broken Bay
 - Association of Independent Schools of NSW
 - NSW Teachers Federation
 - The Geography Teachers' Association of NSW
 - Western Sydney Social Sciences Teachers Association
 - NSW Primary Principals' Association
 - Australian Association of Special Education
 - Barker College
 - Glenwood High School
 - Killara High School
 - Riverside Girls High School
 - St Ives High School
 - 9 individuals.

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

2 Executive summary

The *Geography K–10 Draft Syllabus Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. The summary analysis outlines confirmation of the general directions of the draft syllabus as well as key matters raised that require action and the amendments made in response.

The Consultation Report presents data and findings gathered through 94 survey responses, 23 written submissions, a Board Curriculum Committee meeting, a stakeholder meeting, a special education meeting and 8 consultation meetings.

While there is state-wide support for the development of a new K–10 syllabus incorporating Australian curriculum content, respondents raised some significant matters. In particular, the amount of content to be studied within the available hours is seen to be prohibitive for effective programming, teaching and assessment of student learning. Respondents also suggested the inclusion of additional content areas. Respondents noted the need to clarify the format, organisation and requirements of the syllabus, and that there would be a need for professional development and support material.

Key matters

The key matters to emerge from the consultation included:

- the amount of content needs to be reduced and greater flexibility provided for teaching and learning
- the sequencing of outcomes and content requires more age-appropriate learning for students' stage of development
- clarification is required about the mandatory nature of content
- the content requires revision to better cater for local school contexts and provide flexibility for the inclusion of contemporary events and issues by reducing specific country studies
- the glossary requires review to reduce its complexity and length.

Actions in response to consultation feedback

- The content has been reviewed and amended to reduce content and provide greater flexibility for teaching and learning.
- The K–10 outcomes and content have been reviewed and amended to improve clarity and ensure the appropriate level of cognitive demand and progression of learning.
- Clarification of the nature of content and requirements of the syllabus has been provided.
- The references to specific country studies has been revised, and removed where appropriate, to provide greater flexibility for teachers to make decisions about the emphasis to be given to particular areas of content based on the needs, interests and abilities of their students.
- The glossary has been reviewed and amended. Terms have been removed as necessary, others amended, and new terms, as appropriate, have been included.

A summary of key matters and related actions is contained in section 4 of this report.

3 Summary of respondents

Consultation stakeholder and teacher meetings

1 Board Curriculum Committee (BCC), 1 stakeholder, 1 special education and 8 teacher meetings

BCC members	17	K–6 teachers	61	7–10 teachers	301
Special Education	7	Academics	4	Pre-service teachers	3

Online survey respondents

94 online survey responses

Years of schooling:

Kindergarten to Year 6	36	Years 7 to 10	53	Kindergarten to Year 10	5
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Sector:

Government	60	Catholic	11	Independent	21
Other	2				

Respondent:

Principal	2	School Executive	13	Teacher	59
Parent	1	Student	1	Other	18

Number of people contributing to the response:

1	71	2–4	7	5 or more	16
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4 Key matters raised

Key Matters Raised	Actions
<p>The content requires revision to include greater flexibility and to reduce the amount of content.</p> <p>The sequencing of outcomes and content should be revised to ensure age-appropriate learning for students' stage of development.</p> <p>Clarification is required about the mandatory nature of content.</p> <p>The content requires revision to reduce the inclusion of specific country studies in order to better cater for local school contexts and provide flexibility for the inclusion of contemporary events and issues.</p> <p>The glossary needs to be reviewed to reduce its complexity and length.</p>	<p>The content has been reviewed and amended to reduce content and provide greater flexibility in content.</p> <p>The K–10 outcomes and content have been reviewed and amended to improve clarity and ensure the appropriate level of cognitive demand and progression of learning.</p> <p>Clarification of the nature of content and requirements of the syllabus has been provided.</p> <p>The references to specific country studies has been revised, and removed where appropriate, to provide greater flexibility for teachers to make decisions about the emphasis to be given to particular areas of content based on the needs, interests and abilities of their students.</p> <p>The glossary has been reviewed and amended. Terms have been removed as necessary, others amended, and new terms, as appropriate, have been included.</p>

5 Analysis

5.1 Rationale

Summary

The majority of Primary (94%) and Secondary (94%) survey respondents strongly agreed or agreed that the rationale described the nature of Geography and explained its place and purpose in the curriculum. Both Primary (93%) and Secondary (90%) respondents agreed that the rationale reflected a contemporary view of Geography.

Many respondents commented that the rationale was logical, concise, clear and comprehensive, encapsulating the relevance of Geography and reflecting the important role of Geography in the curriculum and student learning. Support was also expressed for the focus on the role of Geography as an independent discipline with its unique inquiry process and emphasis on fieldwork.

Several respondents expressed concern that the rationale was not supported by other parts of the syllabus and that it was too long. Some respondents also commented that the rationale needed to provide a more positive view of Geography and a better balance between human and physical dimensions of geography. Suggestions for amendments were provided by several respondents.

Feedback affirming the rationale

Feedback	Sources
The rationale is clear, appropriate and relevant, and provides a contemporary and balanced view.	Ashfield (CM) CEOSYD Coffs Harbour (CM) DEC GTANSW Special Education Liverpool (CM) Pennant Hills (CM) PPA SM Survey (x2)
There is a strong focus given to geographical inquiry processes and fieldwork which will engage learners.	CEOSYD Coffs Harbour (CM) GTANSW Moruya (CM) Pennant Hills (CM) SM Survey (x1)
The rationale includes important key concepts including local to global connections, management, sustainability and students as active and informed citizens.	GTANSW Liverpool (CM) SM Submission 11

Key matters raised and Actions

Key matters	Sources	Actions
The rationale requires a greater emphasis on, or inclusion of a broader range of concepts, such as the balance between human and physical geographies, resource management, sustainability, human support of and impact on the environment, social justice, spatial perspectives, technology, geographical vocations, intercultural understanding, critical and creative thinking, geographical tools etc.	Ashfield (CM) BCC DEC GTANSW Gymea (CM) Liverpool (CM) Moruya (CM) SM Submissions 1, 13, 14	The rationale has been revised to provide further clarity and to strengthen the nature of Geography in a positive manner.
The rationale is too long and detailed.	Ashfield (CM) BCC Griffith (CM) Orange (CM) Pennant Hills (CM) Survey (x2)	
Some terminology in the rationale needs to be reviewed and clarified.	BCC Liverpool (CM) Submission 1 Survey (x1)	
The rationale should reflect the positive nature and aspects of Geography.	BCC PPA	

5.2 The place of the Geography K–10 Syllabus in the K–12 curriculum

Summary

Concern was expressed by some respondents regarding the place of Geography in the K–12 curriculum especially in relation to the restructuring of K–6 HSIE and the representation of the Geography Elective and History Elective for Years 7–10.

Feedback affirming the place of the *Geography K–10 Syllabus* in the K–12 curriculum

Feedback	Sources
The representation of the <i>Geography K–10 Syllabus</i> in the K–12 curriculum was appropriate and clear.	Submission 1

Key matters raised and Actions

Key matters	Sources	Actions
Additional and separate consultation is needed on the restructuring of the HSIE KLA and K–6 syllabuses.	Survey (x1)	The consultation on the Geography K–10 Draft Syllabus included opportunity to provide additional comments regarding the development of the Geography K–10 Syllabus. Targeted consultation has been undertaken to determine the presentation of the Geography curriculum for K–10. This response was not supported by other feedback.
The Years 7–10 Geography Elective and History Elective courses should be represented as separate and distinct courses.	Submission 8	The Elective course for Geography will be presented as a separate syllabus, as for the History Elective course.

5.3 Aim

Summary

The majority of Primary (96%) and Secondary (100%) survey respondents strongly agreed or agreed that the aim provided an overall purpose of the syllabus, noting that it was concise, clear and attainable.

Some other respondents noted that achievement of the aim may be affected by the amount of content in the syllabus. Respondents provided a range of suggestions to strengthen the aim.

Feedback affirming the aim

Feedback	Sources
The aim is concise and succinct and the purpose of Geography is clear and well defined.	BCC DEC Griffith (CM) Moruya (CM) Pennant Hills (CM) SM Submissions 1, 14 Survey (x2)
The references to active citizenship, scale, inquiry and connections are supported.	DEC Moruya (CM) SM Submission 11

Key matters raised and actions

Key matters	Sources	Actions
A range of terms was suggested for inclusion in the aim to further strengthen its intent and provide clarification. These included stewardship, geographical systems, actions, problem-solving, sense of place, personal to global scales, and the world.	CEOSYD DEC Moruya (CM) Pennant Hills (CM) Stakeholder Submissions 8, 11, 13 Survey	There was general support for the current organisation of the aim as a short statement. The intention of the aim is to provide a succinct statement of the overall purpose of the syllabus.

5.4 Objectives

Summary

The majority of Primary (96%) and Secondary (94%) survey respondents strongly agreed or agreed that the objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through the study of Geography.

Many respondents felt that the objectives were concise, appropriate, well balanced and easy to comprehend, with clear links to outcomes and content. Some respondents felt that the structure of the objectives requires re-organisation, and that revision of terminology was necessary. Respondents provided a range of suggestions to strengthen the objectives.

Feedback affirming the K–10 objectives

Feedback	Sources
The objectives are appropriate, flexible, inclusive and attainable.	CEOSYD DEC Coffs Harbour (CM) Griffith (CM) Liverpool (CM) Moruya (CM) Submissions 11, 14 Survey (x2)
The objectives are clear, concise and accessible.	Orange (CM) SM Survey (x1)

Key matters raised and Actions

Key matters	Sources	Actions
The terminology used in the objectives should be reviewed to provide clarification for references such as a range of scales.	BCC CEOSYD Ashfield (CM) Griffith (CM) Liverpool (CM) Moruya (CM) Pennant Hills (CM) Submissions 4, 11, 13 Survey (x1)	The geographical concepts information provides clarification of terminology used in objectives.
A range of concepts was suggested to strengthen the values and attitudes objectives such as the inclusion of tolerance and intercultural understanding, human rights, refugees and asylum seekers, social justice and equity, engagement with, being active and responsible citizens.	BCC DEC Coffs Harbour (CM) Gymea (CM) Liverpool (CM) Pennant Hills (CM) Stakeholder	The values and attitudes objectives have been reviewed and amended.
The organisation and structure of the objectives requires revision to provide greater clarity.	BCC DEC Gymea (CM) Orange (CM) Submission 1 Survey (x1)	The structure of the objectives is consistent with other K–10 syllabuses.

5.5 Outcomes

Summary

Primary (86%) and Secondary (92%) respondents strongly agreed or agreed that the outcomes provide clear statements of the intended results of teaching Geography in each Stage. 86% of Primary respondents and 88% of Secondary respondents strongly agreed or agreed that the outcomes provide a basis for measuring and reporting student achievement.

K–6 respondents commented that the outcomes were appropriate and flexible. Some respondents noted that the number of outcomes should be increased to provide sufficient detail about what students are expected to achieve at each stage in relation to the objectives. Some respondents stated that minor refinements to the K–6 outcomes were required to improve their clarity.

The majority of the Years 7–10 respondents agreed that the outcomes indicated the knowledge, understanding and skills expected to be gained by most students at the end of a stage. However, many respondents also noted that the sequence and taxonomy of the 7–10 outcomes required further refinement to improve clarity and ensure appropriate progression through the Stages.

Feedback affirming the outcomes

Feedback	Sources
The outcomes are clear, appropriate and relevant.	GTANSW Gynea (CM) Pennant Hills (CM) SM Survey (x3)
The taxonomy presented in the outcomes is appropriate.	Pennant Hills (CM) Submissions 11, 14 Survey (x1)
The outcomes are broad and flexible.	Liverpool (CM) Pennant Hills (CM) Survey (x1)
The outcomes cater for higher-order thinking students.	Moruya (CM) Pennant Hills (CM)

Key matters raised and Actions

Key matters raised	Sources	Actions
The sequence and taxonomy of outcomes requires revision to improve clarity and ensure appropriate progression through the Stages.	BCC CEOSYD DEC Ashfield (CM) Coffs Harbour (CM) Gymea (CM) Liverpool (CM) Moruya (CM) Orange (CM) Pennant Hills (CM) SM Submissions 1, 4, 8	The outcomes have been revised to ensure appropriate progression and differentiation through the Stages.
The alignment of objectives, outcomes and content should be reviewed for greater consistency.	Ashfield (CM) BCC DEC Gymea (CM) Orange (CM) Survey (x3)	The objectives, outcomes and content have been reviewed for consistency.
The number of K–6 outcomes needs to be reviewed to provide a stronger basis for measuring and reporting student achievement, especially in Early Stage 1.	AIS BCC DEC	The number of K–6 outcomes has been reviewed following feedback, and additional outcomes for K–6 have been included to strengthen opportunities for a variety of teaching, learning and assessment activities.
References to skills and tools in the K–6 outcomes require greater consistency.	AIS CEOSYD DEC	The references to skills and tools in the outcomes have been reviewed for consistency.
The number of Years 7–10 outcomes should be reduced.	Ashfield (CM) Liverpool (CM) Survey (x3)	There was general support for the number of Years 7–10 outcomes.

5.6 Content

Summary

Primary (86%) and Secondary (61%) respondents strongly agreed or agreed that the content organisation and structure are appropriate to Geography. 86% of Primary respondents and 52% of Secondary respondents strongly agreed or agreed that the sequence of content was logical, and 63% of Primary respondents and 50% of Secondary respondents strongly agreed or agreed that the sequence of content was appropriate to the students' stage of development.

The majority of Primary (85%) and Secondary (78%) survey respondents strongly agreed or agreed there was a clear relationship between the objectives, outcomes and content. 78% of Primary respondents and 79% of Secondary respondents strongly agreed or agreed that the content makes clear what students should learn in Geography. 63% of Primary respondents and 56% of Secondary respondents strongly agreed or agreed that the syllabus catered for the needs of all students.

The majority of Primary (84%) and Secondary (79%) survey respondents strongly agreed or agreed that appropriate emphasis was given to the learning across the curriculum areas in the content. 81% of Primary respondents and 76% of Secondary respondents strongly agreed or agreed that learning across the curriculum areas are represented in authentic ways and 92% of Primary respondents and 89% of Secondary respondents strongly agreed or agreed with the inclusion of codes to identify opportunities for the integration of geographical tools.

Respondents provided a range of suggestions to strengthen the learning across the curriculum content.

Feedback affirming the content K–10

Feedback	Sources
<p>Content organisation and structure The K–10 continuum of learning will benefit students' learning and facilitate the planning of teaching and learning programs.</p>	<p>CEOSYD Liverpool (CM) Pennant Hills (CM) Survey (x1)</p>
<p>The structure, organisation and sequence of content is logical and clear.</p>	<p>BCC CEOSYD Coffs Harbour (CM) DEC Orange (CM) Pennant Hills (CM) Submissions 11, 14</p>
<p>Content The content is engaging, relevant, contemporary and broad-ranging in scope.</p>	<p>Ashfield (CM) CEOSYD CSOBB Coffs Harbour (CM) DEC Gynea (CM) Submissions 5, 6, 14 Survey (x5)</p>

Feedback	Sources
The content requirements and intended learning is clear, well constructed and appropriate.	CEOSYD Coffs Harbour (CM) Griffith (CM) GyMEA (CM) Orange (CM) Submissions 11, 14 Survey (x2) TF
The balance between Australian and global geographical perspectives is appropriate.	Ashfield (CM) CSOBB Coffs Harbour (CM) DEC Liverpool (CM) Pennant Hills (CM) Submissions 3, 5 Survey (x1)
The syllabus provides opportunities for students to develop an understanding of the world and themselves as global citizens.	Ashfield (CM) CEOSYD Orange (CM) Submission 7
The inclusion of key inquiry questions is supported.	CEOSYD DEC GyMEA (CM)
The syllabus caters for the full range of students and facilitates adjustments to be made for students when necessary.	Ashfield (CM) CEOSYD Moruya (CM)
Opportunities exist for cross-curriculum learning.	CSOBB Survey (x1)
<p>Geographical concepts, skills and tools</p> <p>The inclusion of concept, skill and tool continuums is supported. They are clear, appropriate and user-friendly.</p>	CEOSYD CSOBB DEC Liverpool (CM) PPA Pennant Hills (CM) Submissions 6, 7, 11, 12, 14 Survey (x1) TF
The geographical inquiry approach that underpins the syllabus facilitates deep learning and a wide range of pedagogical approaches in schools.	CEOSYD CSOBB DEC GTANSW Liverpool (CM) PPA SM Submissions 11, 14

<p>The use of codes to identify opportunities for the integration of geographical tools is appropriate and appreciated.</p>	<p>BCC Coffs Harbour (CM) Griffith (CM) GyMEA (CM) Liverpool (CM) Pennant Hills (CM) SM Survey (x1)</p>
<p>The emphasis on fieldwork for all Stages is appropriate and supported as an essential component of Geography.</p>	<p>BCC DEC GTANSW Submissions 9, 14 SM</p>
<p>The information and advice about fieldwork is relevant, necessary and reflects best practice pedagogy of Geography education.</p>	<p>DEC GTANSW Submission 14 Stakeholder</p>
<p>The inclusion of spatial technology as a geographical tool is supported.</p>	<p>GyMEA (CM) Submission 14 SM</p>
<p>Learning across the curriculum The integration of learning across the curriculum content icons is supported and appreciated as it contextualises learning.</p>	<p>DEC GyMEA (CM) Liverpool (CM) Pennant Hills (CM) Submission 14 Survey (x1)</p>
<p>The learning across the curriculum content aligns with the previous development of K–10 syllabuses for English, Mathematics, Science and History and provides a good articulation of evidence-based practice for education in the 21st century.</p>	<p>DEC</p>
<p>The strong focus on Aboriginal and Torres Strait Islander histories and cultures throughout the syllabus is supported.</p>	<p>GyMEA (CM)</p>

Key matters raised and actions K–10

Key matters raised	Sources	Actions
<p>Content organisation and structure Content pages require reformatting to improve layout and readability such as the inclusion of sub-headings and notation of topics.</p>	<p>AIS Ashfield (CM) BCC CEOSYD Coffs Harbour (CM) Griffith (CM) GTANSW Liverpool (CM) Orange (CM) Pennant Hills (CM) SM Submissions 4, 7, 8, 9, 10, 12, 14 Survey (x4)</p>	<p>Sub-headings have been included to improve the organisation of content.</p>
<p>Clarification is required about mandatory content, time allocations for topics and flexibility for schools to program topics in any order.</p>	<p>Ashfield (CM) BCC CEOSYD CSOBB Coffs Harbour (CM) Griffith (CM) GTANSW Gynea (CM) Liverpool (CM) Moruya (CM) Pennant Hills (CM) SM Submissions 1, 3, 7, 14 Survey (x8)</p>	<p>Clarification of content requirements has been provided through the inclusion of indicative hours and content examples.</p>
<p>Topic names should be revised to provide greater clarity of the intended learning eg Interconnections and Changing Nations.</p>	<p>Ashfield (CM) DEC Orange (CM) Pennant Hills (CM) SM Submissions 7, 12</p>	<p>Topic names and descriptions have been revised in some cases to provide greater clarification of the intended learning. The topic structure has been retained for the purpose of organising content in the syllabus.</p>
<p>The topic descriptions require revision to provide greater clarification of expected knowledge, understanding and skills and consistency with content.</p>	<p>Ashfield (CM) DEC Submission 1 Survey (x1)</p>	
<p>The topic structure does not support an integrated approach to learning that focuses on skills and understandings.</p>	<p>AIS BCC PPA</p>	

<p>Geographical inquiry The geographical inquiry definition needs to be reviewed to provide greater clarity, to strengthen the advice about active citizenship, and to ensure consistency with the rationale.</p>	<p>Coffs Harbour (CM) DEC GTANSW Submissions 8, 14 Survey (x2)</p>	
<p>The key inquiry questions should be revised to ensure they are broad, relate to the relevant Stage content, and have a balanced focus between physical and human geographies.</p>	<p>AIS BCC Coffs Harbour (CM) Gymea (CM) Liverpool (CM) Orange (CM) Submission 3 Survey (x2)</p>	<p>The advice about geographical inquiry has been revised to provide clarification and consistency with the rationale. The key inquiry questions have been amended as necessary to align with content changes.</p>
<p>The syllabus should include a research action plan.</p>	<p>Coffs Harbour (CM) Gymea (CM) Survey (x1)</p>	
<p>Content The content requires revision to reduce the amount of, and prescriptive nature of, content. The content requires review to improve student engagement and provide for flexible approaches to programming and pedagogies incorporating deep learning through inquiry, critical thinking and problem-solving skills.</p>	<p>Ashfield (CM) BCC CEOSYD Coffs Harbour (CM) DEC Griffith (CM) GTANSW Gymea (CM) Liverpool (CM) Moruya (CM) Orange (CM) Pennant Hills (CM) SM Submissions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 Survey (x54) TF WESSSTA</p>	<p>The content has been reviewed and reduced to provide opportunities for in-depth learning and greater flexibility.</p>
<p>The sequence of content should be revised to ensure age-appropriate learning for students' stages of development.</p>	<p>AIS BCC CEOSYD Coffs Harbour (CM) DEC Griffith (CM) Gymea (CM) Liverpool (CM) Moruya (CM) Orange (CM) Pennant Hills (CM) SM Submissions 1, 2, 4, 5, 7, 8, 9, 10, 12 Survey (x11)</p>	<p>The outcomes and content have been reviewed and amended to ensure an appropriate level of cognitive demand and progression of learning from K–10.</p>

<p>The content requires revision to reduce the inclusion of specific country studies to better cater for local school contexts and to provide flexibility for the inclusion of contemporary events and issues.</p>	<p>Ashfield (CM) BCC CEOSYD Coffs Harbour (CM) GTANSW GyMEA (CM) Liverpool (CM) Moruya (CM) Orange (CM) Pennant Hills (CM) Submissions 1, 2, 4, 7, 10, 12 Survey (x7)</p>	<p>The references to specific country studies have been revised, and removed where appropriate. Greater flexibility for teachers to make decisions about the emphasis to be given to particular areas of content based on the needs, interests and abilities of their students has been provided.</p>
<p>The content requires review to ensure a greater balance between physical and human geographies.</p>	<p>Ashfield (CM) CEOSYD Coffs Harbour (CM) GyMEA (CM) Liverpool (CM) Orange (CM) Pennant Hills (CM) Submission 9 Survey (x3)</p>	<p>The content has been reviewed to provide a greater balance between physical and human geographies.</p>
<p>The syllabus should be mapped against other syllabuses such as Commerce and Science to reduce duplication and provide advice on opportunities for cross-curriculum learning.</p>	<p>Ashfield (CM) Griffith (CM) GyMEA (CM) Liverpool (CM) Moruya (CM) Pennant Hills (CM) Submissions 1, 11 Survey (x3)</p>	<p>The content has been mapped with other relevant syllabuses to reduce repetition and ensure appropriate opportunities for learning.</p>
<p>There is significant cross over and correlation in content to the Stage 6 Geography syllabus and the Stage 5 Geography Elective course.</p>	<p>Coffs Harbour (CM) Griffith (CM) GyMEA (CM) Liverpool (CM) Pennant Hills (CM) Submission 1 Survey (x1)</p>	<p>The content has been reviewed to reduce overlap with Stage 6 content. The Stage 5 Geography Elective course will be reviewed to ensure it does not overlap.</p>
<p>Stage 4 requires an introductory topic to Geography like the ‘Investigating the World’ topic in the current syllabus.</p>	<p>Ashfield (CM) Coffs Harbour (CM) GyMEA (CM) Liverpool (CM) Survey (x3)</p>	<p>The organisation and sequence of content from K–10 provides opportunities to introduce content in a continuum rather than at Stage 4.</p>
<p>The content should be reviewed to include air quality, animals, threatened habitats, international law, refugees, weather, and world heritage.</p>	<p>Coffs Harbour (CM) GyMEA (CM) Pennant Hills (CM) Submission 1 Survey (x1)</p>	<p>The content has been revised to provide greater flexibility for teachers to make decisions about the emphasis to be given to particular areas of content based on the needs, interests and abilities of their students.</p>

The content is repetitious at times, for example Stage 3 and Stage 4 both study natural hazards.	GyMEA (CM) Liverpool (CM) Moruya (CM) Orange (CM) Submission 8	The content has been revised and opportunities for repetition removed.
The syllabus requires revision of its terminology to improve consistency and reduce jargon and unnecessary metalanguage.	AIS DEC GyMEA (CM) Submission 9 Survey (x1)	The content has been revised and amended to strengthen alignment to outcomes, to remove inconsistencies and to provide clarification of the intended learning.
The content requires revision to ensure greater alignment to outcomes, learning across the curriculum areas and stage statements.	Coffs Harbour (CM) Griffith (CM) DEC	
The content should be reviewed to provide clarity of intended learning.	DEC Submission 13	
Geographical concepts The concepts of place, space and scale require clarification and review to ensure consistency with the glossary.	GTANSW Moruya (CM) SM	References to the concepts of place, space and scale have been reviewed and amended as necessary to provide greater consistency. Advice outlining each of the concepts has been provided and the staged introduction of concepts has been retained.
The concepts continuum should be revised to include sustainability and change for Early Stage 1 and Stage 1.	DEC Survey (x1)	
A statement outlining each concept is needed.	CEOSYD PPA	
Concepts and skills should be integrated with the content like the working mathematically concept.	Submission 11	The representation of concepts and skills will follow the model used for K–10 History.
Geographical skills The skills continuum requires revision to simplify the format and to ensure appropriate sequential development of skills across each Stage of learning.	DEC Liverpool (CM) Survey (x1) WESSSTA	The skills continuum has been reviewed and amended to ensure sequential development of skills and provide a more simplified format.

<p>Geographical tools</p> <p>The integration of complex tools with content, given the volume of content, may be difficult for teachers who are non-specialist Geography teachers. This may affect later Stages of schooling.</p>	<p>Ashfield (CM) CSOBB Coffs Harbour (CM) Griffith (CM) Gynea (CM) Liverpool (CM) Pennant Hills (CM) Survey (x1)</p>	<p>The tools continuum has been amended to provide examples of appropriate types of tools for each Stage. The number of tool codes in the content has been reduced. The skills and tools continuums have been amended to clarify the distinction between skills and tools and to provide further opportunities for the integration of contemporary skills and tools. The advice about fieldwork as a core component of Geography has been strengthened.</p>
<p>The tools continuum requires revision to strengthen the taxonomy of tools and ensure relevance for each Stage of learning.</p>	<p>BCC DEC Griffith (CM) Gynea (CM) Orange (CM) Pennant Hills (CM) TF</p>	
<p>A tool mapping grid is required for each topic.</p>	<p>Ashfield (CM) BCC Griffith (CM) Liverpool (CM) Survey (x3)</p>	
<p>The syllabus requires revision to ensure the currency and relevance of tools and skills, for example, less emphasis on traditional tools such as topographical map skills and greater inclusion of 21st century skills and tools such as higher-order thinking skills and digital technologies.</p>	<p>Coffs Harbour (CM) GTANSW Stakeholder Submission 10 Survey (x1)</p>	
<p>The geographical tools need to be mapped against the introduction of common concepts such as scale, graphs, tables, visual representations, in other K–10 syllabuses.</p>	<p>Coffs Harbour (CM) Pennant Hills (CM) Submission 11 Survey (x1)</p>	
<p>The tool codes identified in the content should be reduced in number.</p>	<p>BCC Coffs Harbour (CM) Gynea (CM) Liverpool (CM)</p>	
<p>The fieldwork advice should be strengthened to reinforce it as a core component of Geography K–10 including Life Skills and to minimise misuse of virtual fieldwork.</p>	<p>CEOSYD Coffs Harbour (CM) DEC SM</p>	
<p>Clarification of the difference between skills and tools is needed.</p>	<p>Coffs Harbour (CM) SM</p>	

<p>Learning across the curriculum</p> <p>The learning across the curriculum areas that could be strengthened throughout the syllabus include Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, sustainability, literacy, numeracy, civics and citizenship, difference and diversity, and work and enterprise.</p>	<p>BCC CEOSYD Coffs Harbour (CM) Gymea (CM) Liverpool (CM) Moruya (CM) Pennant Hills (CM) Submissions 4, 9 Survey (x3)</p>	<p>The content has been reviewed and amended to ensure appropriate opportunities for the inclusion of all learning across the curriculum content areas.</p> <p>The representation of learning across the curriculum icons will be consistent with the K–10 syllabuses for English, Mathematics, Science and History.</p>
<p>The number of learning across the curriculum icons needs to be reduced for some content areas.</p>	<p>BCC Gymea (CM) Liverpool (CM) Submission 4</p>	
<p>The learning across the curriculum icons should be changed to codes for easier recognition.</p>	<p>Ashfield (CM) Submissions 7, 10, 12</p>	
<p>The learning across the curriculum areas that should be reduced throughout the syllabus include Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia’s engagement with Asia.</p>	<p>CEOSYD Submissions 4, 8 Survey (x2)</p>	
<p>The learning across the curriculum descriptions require a reduction in length to simplify and strengthen the information.</p>	<p>AIS BCC DEC</p>	
<p>The learning across the curriculum requires mapping for each topic.</p>	<p>BCC Liverpool (CM)</p>	

5.7 Students with special education needs, including Years 7–10 Life Skills outcomes and content

Summary

All respondents (100%) strongly agreed or agreed that there was a clear relationship between the syllabus objectives and the Years 7–10 Life Skills outcomes. 95% of respondents strongly agreed or agreed that the outcomes provided a sound basis for guiding assessment and reporting of student achievement and 96% strongly agreed or agreed that the Years 7–10 Life Skills outcomes and content provided sufficient scope for developing programs for students with special education needs. The majority of respondents strongly agreed or agreed that the Years 7–10 Life Skills content adequately described the scope of each outcome.

Some respondents felt that the Years 7–10 Life Skills outcomes and content did not meet the needs of the full range of students who participate in a Life Skills course. Respondents also indicated the need for additional assessment advice and examples of assessment activities.

Feedback affirming the information on students with special education needs, including Years 7–10 Geography Life Skills outcomes and content

Feedback	Sources
The Life Skills outcomes and content is appreciated, supported and appropriate.	Ashfield (CM) BCC CEOSYD DEC GTANSW Liverpool (CM) Orange (CM) Pennant Hills (CM) SM Submission 14 Survey (x2)
The correlation and alignment of Life Skills outcomes and content to the regular syllabus is inclusive and allows for effective programming and implementation within a mainstream classroom.	Ashfield (CM) BCC CEOSYD DEC Griffith (CM) Liverpool (CM) Orange (CM) Pennant Hills (CM) Special Education Survey (x3)
The format and presentation of the Life Skills outcomes and content is logical, clear and user friendly.	DEC Stakeholder Submission 1 Survey (x2)
The content demonstrates integrity to the Australian curriculum.	GTANSW Pennant Hills (CM) SM
The key inquiry questions are specific and relevant to the content.	BCC DEC Survey (x1)

The flexibility offered with the Life Skills content is effective for teaching and learning.	Survey (x2)
The Life Skills outcomes are broad and flexible.	Special Education
The advice about the role and use of adjustments for students with special education needs, approaches to programming and the role of collaborative curriculum planning to support students in accessing the syllabus is supported.	DEC

Key matters raised and actions

Key matters raised	Sources	Actions
<p>K–10</p> <p>The K–10 syllabus requires review to better cater for the needs of all students, including students with special needs, gifted and talented students and students learning English as an additional language or dialect.</p>	Liverpool (CM) Survey (x2)	<p>The syllabus has been reviewed to ensure inclusivity of all learners. Support materials will provide examples of ways to cater for the needs of all students in teaching, learning and assessment activities.</p> <p>The assessment advice for students with special education needs is consistent with other K–10 syllabuses.</p>
The information on EAL/D needs revision to include advice on how teachers can support EAL/D students.	DEC	
The assessment advice for students with special education needs should be reviewed to ensure consistency with the ACE information and to strengthen advice about making adjustments before accessing formal disability provisions.	AASE BCC Special Education	
<p>Years 7–10 Life Skills</p> <p>Life Skills outcomes and content should be presented holistically within the K–10 syllabus to support programming in regular schools.</p>	DEC Survey (x1)	Support materials will provide examples of ways to cater for the needs of all students in teaching, learning and assessment activities. The e-syllabus and Program Builder enable teachers to arrange outcomes and content in an integrated approach.
The presentation of the Life Skills outcomes should be presented with the Stage 4 and Stage 5 objectives and outcomes at the beginning of the K–10 syllabus.	BCC	Life Skills outcomes and content are an alternative option to the Stage 4 and Stage 5 outcomes and content and as such are not included in the learning continuum. Their relationship is described in the ‘Years 7–10 Life Skills outcomes and content’ section of the syllabus.

Some of the Life Skills outcomes and content require revision to ensure they cater for the students for whom Life Skills is intended.	AASE Special Education Survey (x2)	The Life Skills outcomes and content has been revised to ensure consistency with the regular syllabus, improve sequencing and meet the needs of the diversity of students studying Life Skills outcomes and content.
Greater consistency is needed in the sequencing of Life Skills content to ensure progression of knowledge and understanding from students' personal experiences to a broader outlook.	Special Education Survey (x1)	
The order of Life Skills content and the key inquiry questions differ from the regular syllabus.	Liverpool (CM) Orange (CM)	
Further clarification is needed about assessment of Life Skills outcomes with examples to illustrate the variety of ways students can demonstrate their learning.	Pennant Hills (CM) Special Education Survey (x2)	Support materials will provide examples of ways to cater for the needs of all students in teaching, learning and assessment activities.
The advice about the flexibility of the Life Skills outcomes and content needs to be made more prominent.	SM Survey (x1)	Advice regarding Life Skills and the flexibility of the Life Skills outcomes and content is provided in the 'Years 7–10 Life Skills outcomes and content' section of the syllabus.

5.8 Continuum of Learning in Geography K–10

Summary

The majority of Primary and Secondary survey respondents strongly agreed or agreed that the continuum of learning, presented through outcomes, content and stage statements, provides a useful description of the scope and sequence of learning in Geography from Early Stage 1 to Stage 5. Primary and Secondary respondents strongly agreed or agreed that the stage statements are an appropriate summary of what students know and can do by the end of the stage of learning.

There were varying views regarding the continuum of learning in Geography K–10. Some respondents confirmed that the stage statements adequately summarised the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning. Other respondents indicated that the stage statements required further refinement to ensure a clear sequence of learning.

Feedback affirming the continuum of learning in Geography K–10

Feedback	Sources
The stage statements are clear and appropriate.	Ashfield (CM) BCC CSOBB DEC Liverpool (CM) Orange (CM) SM Submission 1 Survey (x1)
The stage statements provide a clear direction for programming.	DEC Griffith (CM)
The development of a K–10 syllabus, strengthening the learning continuum, is supported.	Submission 9 TF

Key matters raised and actions

Key matters raised	Sources	Actions
The verbs used in the stage statements require further development to ensure appropriate levels of cognitive development, alignment with outcomes and progression through the Stages.	CEOSYD DEC Griffith (CM) GTANSW Orange (CM) Submissions 2, 8 Survey (x1)	The stage statements have been reviewed to ensure that they align with outcomes and reflect age-appropriate levels of cognitive development. The structure and format of stage statements are consistent with other K–10 syllabuses.
The stage statements are too long and the language used is too complex.	Ashfield (CM) SM Survey (x1)	
The stage statements should be presented using a dot point format.	Ashfield (CM) Submission 4 Survey (x1)	
The stage statements need to be presented with each stage.	Liverpool (CM) Orange (CM)	

5.9 Assessment

Summary

The majority of Primary and Secondary survey respondents strongly agreed or agreed that the assessment advice will assist teachers in making judgements about student achievement in a standards framework. 87% of Primary respondents and 75% of Secondary respondents strongly agreed or agreed that the advice on assessment strategies will assist teachers to apply the principles of assessment for learning.

Feedback indicated that the advice regarding assessment was clear and continued to represent the importance of assessment for learning. Respondents highlighted the need for further advice and work samples on the Assessment Resource Centre website relevant to Geography.

Feedback affirming the assessment advice

Feedback	Sources
The assessment advice is consistent with other K–10 syllabuses.	DEC GyMEA (CM) Survey (x1)
Clear advice of the values of assessment.	SM Submission 1
The syllabus is broad, allowing for assessment of learning, as learning and of learning.	DEC
The release of the K–10 syllabus provides an opportunity to promote the standards reference approach assessment advice to teachers.	SM

Key matters raised and actions

Key matters	Sources	Actions
More specific advice is needed about assessment. Examples of assessment activities for assessment of, as and for learning would be helpful.	Ashfield (CM) Coffs Harbour (CM) DEC Liverpool (CM) Orange (CM) Pennant Hills (CM) Survey (x6)	Support materials will include advice on assessment.
Assessment advice specific to Geography would be more useful than generic assessment advice.	DEC Pennant Hills (CM) Survey (x1)	The collection and publication of work samples is an ongoing process and will include new examples as appropriate.
The Assessment Resource Centre (ARC) needs to be updated to provide a wide range of sample assessment activities. Links to the ARC website need to be included in the e-syllabus.	Griffith (CM) GyMEA (CM) Pennant Hills (CM)	

5.10 Other comments

Summary

The majority of survey respondents strongly agreed or agreed that the syllabus forms a basis for developing teaching and learning programs. 44% of Primary respondents and 47% of Secondary respondents strongly agreed or agreed that existing resources can be used to teach the content.

Feedback affirming the Draft Syllabus

Feedback	Sources
The syllabus is clear, meaningful, relevant and well developed with interesting topics.	CSOBB DEC GTANSW Submissions 5, 14 Survey (x9)
The fresh approach and contemporary nature of the syllabus enabling best practice geographical pedagogy is appreciated.	CEOSYD CSOBB GTANSW Submission 3 Survey (x3)
Some existing resources remain relevant and useful.	Ashfield (CM) Gynea (CM) Griffith (CM) Liverpool (CM) Survey (x1)
The glossary is a comprehensive, clear and useful reference for teachers.	CSOBB DEC Submissions 11, 14 Survey (x7)
The detailed glossary is very useful for non-specialist teachers of Geography.	Liverpool (CM) Moruya (CM) Pennant Hills (CM) Survey (x5)
There is significant enthusiasm and support for the implementation of the syllabus.	CEOSYD CSOBB DEC GTANSW
The integrity of the Australian Curriculum: Geography and its conceptual framework has been maintained and improved upon.	GTANSW SM Submission 13 Survey (x1)
The provision and potential for cross-curriculum links with English, Science and History is evident.	CEOSYD Survey (x2)
The syllabus provides potential for teachers to develop rigorous, interesting and relevant teaching and learning programs.	GTANSW Survey (x3)
The clarity and prominence of an inquiry-based approach to learning together with the emphasis on fieldwork is supported.	DEC GTANSW

Key matters raised and actions K–10

Key matters raised	Sources	Actions
<p>E-syllabus</p> <p>In addition to the e-syllabus, a printed syllabus should be made available to all schools.</p>	<p>Ashfield (CM) Liverpool (CM) Moruya (CM) Orange (CM) Pennant Hills (CM) Survey (x1)</p>	<p>Publication options for the K–10 syllabus will be considered by BOSTES.</p>
<p>Support materials</p> <p>Extensive support materials are needed concurrently with the release of the syllabus.</p>	<p>Ashfield (CM) BCC Pennant Hills (CM) Submissions 4, 8 Survey (x4) TF</p>	<p>Materials will be provided to support initial implementation.</p>
<p>Syllabus structure</p> <p>Advice is needed about the teaching of History and Geography in K–6 schools with regard to time allocation and other strands from HSIE K–6 Syllabus.</p>	<p>CEOSYD CSOBB GyMEA (CM) Survey (x1)</p>	<p>The HSIE Statement will provide advice about the organisation and time allocation of History and Geography syllabuses for K–6 schools.</p>
<p>Teacher professional development</p> <p>Professional learning opportunities will be needed for teachers of Geography, especially for K–6 teachers and non-specialist teachers.</p>	<p>Ashfield (CM) BCC Survey (x1) TF</p>	<p>Initial support materials will be provided by BOSTES. The education sectors will provide further professional learning for teachers to support implementation.</p>
<p>Implementation</p> <p>Clear advice on an implementation schedule is needed to facilitate strategic school planning.</p>	<p>GyMEA (CM) Survey (x5) TF</p>	<p>The BOSTES schedule for the implementation of the Geography K–10 Syllabus will be determined in consultation with NSW stakeholders.</p>
<p>Options for implementation commencing in 2016 should be available for K–6 and Years 7–10.</p>	<p>GyMEA (CM) Pennant Hills (CM) Survey (x4)</p>	
<p>Consultation</p> <p>The consultation period was too short.</p>	<p>Survey (x3)</p>	<p>The timelines for consultation are consistent with BOSTES established processes used in previous syllabus development.</p>

<p>Teaching resources</p> <p>New and additional resources will be required to support new content and skills such as Aboriginal and Torres Strait Islander Peoples and spatial technologies; and non-specialist teachers of Geography, including K–6 teachers.</p>	<p>Ashfield (CM) BCC Coffs Harbour (CM) DEC GyMEA (CM) Liverpool (CM) Orange (CM) Pennant Hills (CM) SM Submissions 7, 12 Survey (x6) TF</p>	
<p>Some aspects of content may be difficult to resource eg specific country studies.</p>	<p>Ashfield (CM) BCC DEC Liverpool (CM) Orange (CM) Survey (x2) TF</p>	<p>Some current teaching resources will remain relevant for the Geography K–10 Syllabus.</p>
<p>Many resources will require revision or adjustment as they will not be stage appropriate.</p>	<p>Ashfield (CM) Griffith (CM) GyMEA (CM) Liverpool (CM) Pennant Hills (CM) Survey (x1)</p>	<p>Education sectors and professional teacher associations provide support for teachers during the familiarisation and planning phase of the new syllabus.</p>
<p>The syllabus requires a different approach to learning which will have an impact on the relevancy and appropriateness of some resources such as textbooks.</p>	<p>BCC Coffs Harbour (CM) Griffith (CM) Pennant Hills (CM) Survey (x2)</p>	
<p>Relevant and appropriate resources should be included in support materials.</p>	<p>GTANSW Orange (CM) Survey (x1)</p>	

<p>Glossary</p> <p>The glossary needs to be simplified to reduce its complexity and length, to provide greater clarification and to be a student and teacher-friendly resource.</p>	<p>Ashfield (CM) BCC CEOSYD Gymea (CM) Orange (CM) Pennant Hills (CM) Submissions 1, 7, 12 SM Survey (x10) TF</p>	
<p>The glossary needs to be revised to include all geographic terms in the syllabus, including tools and skills, and to remove terms not specifically geographical in nature, or not included in the syllabus.</p>	<p>BCC CEOSYD Coffs Harbour (CM) Gymea (CM) Orange (CM) Pennant Hills (CM)</p>	<p>The glossary has been reviewed and amended. Terms have been removed as necessary, others amended and new terms, as appropriate, have been included.</p>
<p>A detailed glossary is needed, especially to support non-specialist teachers of Geography.</p>	<p>Ashfield (CM) CEOSYD CSOBB Survey (x3) TF</p>	<p>Glossary terms in the e-syllabus are hyperlinked to the definition.</p>
<p>Glossary terms in the e-syllabus should be hyperlinked to their definition.</p>	<p>CEOSYD Coffs Harbour (CM) DEC Orange (CM)</p>	
<p>Separate glossaries for skills, tools, K–6, Years 7–10 or different Stages would be beneficial.</p>	<p>Coffs Harbour (CM) Gymea (CM) Pennant Hills (CM) Submission 1</p>	
<p>The glossary needs to allow for changing definitions as geographical theory evolves.</p>	<p>DEC Survey (x1)</p>	
<p>General comments</p> <p>The syllabus is too complex for non-specialist Geography teachers to teach.</p>	<p>Gymea (CM) Submission 5</p>	<p>The syllabus has been reviewed and amended.</p>
<p>The syllabus is poorly written, has conceptual flaws, has been developed for non-specialist teachers and has an overly Judeo-Christian perspective.</p>	<p>Submissions 8, 9</p>	

6 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey Item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
Rationale										
1. The rationale describes the nature of Geography in broad terms and explains the place and purpose of the subject in the curriculum.	29	53	28%	34%	66%	60%	7%	5%	0%	0%
2. The rationale reflects a contemporary view of Geography.	29	53	41%	30%	52%	60%	7%	8%	0%	2%
Aim										
3. The aim provides a statement of the overall purpose of the syllabus.	28	51	32%	35%	64%	65%	4%	0%	0%	0%
Objectives										
4. The objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through the study of Geography.	28	51	39%	25%	57%	69%	4%	6%	0%	0%
Outcomes										
5. The outcomes provide clear statements of the intended results of teaching Geography in each Stage.	28	48	32%	25%	54%	67%	11%	8%	4%	0%
6. The outcomes provide a basis for measuring and reporting student achievement.	28	48	29%	19%	57%	69%	11%	13%	4%	0%
Content										
7. The content organisation and structure are appropriate to Geography.	27	47	30%	4%	56%	57%	4%	30%	11%	9%
8. The sequence of content is logical.	27	48	30%	4%	56%	48%	11%	40%	4%	8%
9. The sequence of content is appropriate to the students' stage of development.	27	48	30%	4%	33%	46%	30%	40%	7%	10%
10. The content makes clear what students should learn in Geography.	27	48	30%	6%	48%	63%	22%	27%	0%	4%
11. The syllabus caters for the needs of all students.	27	48	19%	8%	44%	48%	37%	38%	0%	6%

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Survey Item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
12. There is a clear relationship between the objectives, outcomes and content.	26	45	27%	9%	58%	69%	15%	18%	0%	4%
13. Appropriate emphasis is given to the learning across the curriculum areas in the content.	26	44	19%	18%	65%	61%	15%	16%	0%	5%
14. The learning across the curriculum areas are represented in authentic ways.	26	45	12%	16%	69%	60%	19%	22%	0%	2%
15. The inclusion of codes to identify opportunities for integration of geographical tools is appropriate.	25	45	24%	22%	68%	67%	4%	9%	4%	2%
16. The continuum of learning, presented through outcomes, content and stage statements, provides a useful description of the scope and sequence of learning in Geography from Early Stage 1 to Stage 5.	26	45	27%	13%	65%	76%	8%	9%	0%	2%
17. The stage statements are an appropriate summary of what students know and can do by the end of the stage of learning.	26	45	12%	9%	77%	80%	12%	9%	0%	4%
18. The syllabus forms a sound basis for developing teaching and learning programs.	25	45	28%	7%	48%	60%	20%	29%	4%	9%
19. Existing resources can be used to teach the content.	25	47	4%	4%	40%	43%	56%	45%	0%	8%
Years 7–10 Life Skills										
20. There is a clear relationship between the syllabus objectives and the Years 7–10 Life Skills outcomes.	n/a	37	n/a	30%	n/a	70%	n/a	0%	n/a	0%
21. Years 7–10 Life Skills outcomes provide a sound basis for guiding assessment and reporting of student achievement.	n/a	38	n/a	29%	n/a	66%	n/a	5%	n/a	0%
22. Years 7–10 Life Skills outcomes and content provide sufficient scope for developing programs for students with special education needs.	n/a	38	n/a	26%	n/a	71%	n/a	3%	n/a	0%
23. Years 7–10 Life Skills content adequately describes the scope of each outcome.	n/a	38	n/a	21%	n/a	74%	n/a	3%	n/a	3%

Survey Item	Number of responses		Strongly agree		Agree		Disagree		Strongly disagree	
	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10	K–6	7–10
Assessment										
24. The assessment advice will assist teachers in making judgements about student achievement in a standards framework.	22	42	5%	14%	82%	62%	14%	21%	0%	2%
25. The advice on assessment strategies will assist teachers to apply the principles of assessment for learning.	23	41	4%	12%	83%	63%	13%	22%	0%	2%

7 Respondents

7.1 Consultation meetings

K–10 Geography Draft Syllabus: afternoon meetings (code: CM)

Venue	Date	K–6	Years 7–10	Life Skills	Total
Liverpool	30 July	3	66	0	69
Moruya	4 August	11	15	0	26
Pennant Hills	6 August	22	54	0	76
Coffs Harbour	11 August	12	26	0	38
Orange	13 August	0	29	0	29
GyMEA	20 August	7	40	0	47
Griffith	21 August	3	8	0	11
Ashfield	26 August	3	57	7	67

Special Education: focus group meeting (code: Special Education)

Venue	Date	Number of participants
Ashfield	26 August	7

Board Curriculum Committee consultation meeting at the BOSTES on 19 August (code: BCC)

Name	Organisation
Phil Cooke	Chair
Dave Lardner	Aboriginal Education Consultative Group
Carlo Tuttocuore	Association of Independent Schools of NSW
Susan Van Zuylen	Association of Independent Schools of NSW
Leanne Woodley	Australian Association for Special Education NSW Chapter
Charmaine Castellino	Catholic Education Commission NSW
Linda McNeil	Council of Catholic School Parents, NSW
Ruth Newman	Early Childhood Australia NSW
David Latimer	Geography Teachers' Association of NSW
Alana Ellis	NSW Department of Education and Communities
Anne Southwell	NSW Department of Education and Communities
Lianne Singelton	NSW Primary Principals' Association

Name	Organisation
Robert Leaver	NSW Teachers Federation
Wayne Sheridan	NSW Teachers Federation
Natasha Convery	NSW/ACT Independent Education Union
Dr Jennifer Curtis	Professional Teachers' Council
Nerida Walker	Secondary School Principal nominated by BOSTES

7.2 Written submissions

Organisations, groups and individuals	Code
Association of Independent Schools of NSW	AIS
Australian Association of Special Education	AASE
Barker College Geography Department	Submission 1
Catholic Education Office Sydney	CEOSYD
Catholic Schools Office Diocese of Broken Bay	CSOBB
The Geography Teachers' Association of NSW	GTANSW
Glenwood High School HSIE Faculty	Submission 2
Killara High School HSIE Faculty	Submission 3
NSW Department of Education and Communities	DEC
NSW Primary Principals' Association	PPA
NSW Teachers Federation	TF
Riverside Girls High School	Submission 4
St Ives High School HSIE Faculty	Submission 5
Western Sydney Social Sciences Teachers Association	WESSSTA
Paul Berry	Submission 6
Kate Corcoran	Submission 7
Dr Celia Finnie	Submission 8
Dr Paul Ganderton	Submission 9
Eva Guirguis	Submission 10
Alison Henderson	Submission 11
Lynn Long	Submission 12
Alaric Maude	Submission 13
Martin Pluss	Submission 14