



History

K–10 Draft Syllabus Version 2

Consultation Report

May 2012

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1 Background

The Board of Studies began its syllabus development process for K–10 History following state and territory education ministers' endorsement of the Australian curriculum content descriptions for Foundation (Kindergarten in NSW) to Year 10 English, Mathematics, Science and History in December 2010.

The *History K–10 Draft Syllabus* includes the agreed Australian curriculum content and achievement standards.

In Terms 2 and 3 of 2011 the Board of Studies conducted widespread consultation to engage stakeholders and to seek their feedback on the draft syllabus. Feedback was gathered through teacher meetings, a Board Curriculum Committee meeting, an online survey, and written submissions from individuals, groups and organisations. A consultation report containing a summary of findings is published on the Board of Studies website.

The key matters emerging from consultation in 2011 were the focus of revisions to the draft syllabus. These key matters, and the actions taken to resolve them, are included below. The revision work resulted in a second version of the draft syllabus which was released for a new round of consultation in 2012. The *History K–10 Draft Syllabus Version 2* was presented in an online interactive format for the first time. The scope of the consultation activities is included in section 2 of this report.

The *History K–10 Draft Syllabus Version 2* represents the following key changes:

- The content has been revised to:
 - remove the timing indicators for each Depth Study in Stage 4 and Stage 5
 - reorganise the Stage 5 Depth Studies as core and optional studies
 - combine Depth Study 3 and Depth Study 4 into Depth Study 3
 - clarify the content of the Stage 4 and Stage 5 overviews.
- Changes to the content organisation include:
 - the inclusion of 'Aboriginal and Indigenous Peoples' in Depth Study 6 in Stage 4
 - the amendment to Depth Study 6 to allow for a school-developed topic drawn from the Stage 5 overviews.
- Life Skills outcomes have been reviewed to strengthen inclusivity for students with significant disabilities.
- Life Skills topics have been arranged to better align with Stage 4 and Stage 5 Depth Studies.

2 Consultation Round 2

Consultation on the *History K–10 Draft Syllabus Version 2* was conducted from 13 February to 30 April 2012.

The consultation program consisted of:

- a Board Curriculum Committee consultation meeting on 3 April
- afternoon consultation meetings in:
 - Glen Innes on 6 March
 - Dee Why on 8 March
 - Gosford on 12 March
 - Griffith on 14 March
 - St Marys on 20 March
- special education focus group meetings in:
 - Sydney (at the Board of Studies) on 9 March
 - North Rocks on 14 March
- Kindergarten to Year 6 focus group meetings in:
 - Armidale on 1 March
 - Ryde on 20 March
- an online survey on the Board of Studies website for the period 13 February to 30 April 2012 which was completed by 63 respondents.

Professional associations and schooling sectors conducted a range of activities during the consultation period to inform feedback to the Board. Various organisations and some individual respondents provided their feedback in written submissions rather than online survey responses.

3 Summary of respondents

Consultation meetings

One Board Curriculum Committee (BCC) meeting, five K–10 teacher meetings, two targeted K–6 teacher focus groups meetings and two special education meetings.

BCC members	13	K–10 teachers	135	K–6 teachers	54
Special education	31				

Online survey respondents

63 online survey responses

Years of schooling

Kindergarten to Year 6	12	Years 7 to 10	51
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Sector

Catholic	6	Government	18	Independent	20
Non-school based	4	Parent body	0	University	1

Area of NSW

Metropolitan	32	Regional	17
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Number of people contributing to the response

1	30	2–4	10	5 or more	9
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4 Executive summary

The *History K–10 Draft Syllabus Version 2 Consultation Report* provides a description of the consultation process and a summary and analysis of the feedback received. The summary confirms the general directions of the draft syllabuses, key matters raised and the amendments that have been made in response.

The consultation report presents data and findings gathered through 63 survey responses, 18 written submissions, a Board Curriculum Committee (BCC) consultation meeting and nine consultation meetings.

Throughout the Round 2 consultation process, there was recognition that the majority of key matters identified in 2011 had been addressed in the *History K–10 Draft Syllabus Version 2*. There was strong support for the clarification of K–6 historical concepts and the reorganisation of Stage 5 content in the *History K–10 Draft Syllabus Version 2*.

The following table provides a summary of the key matters raised in the second round of consultation and the actions taken to address them.

Key matters raised	Actions
Further clarity is required regarding the status of outcomes and content in K–6.	A statement clarifying the expectation for incorporating outcomes and content descriptions has been developed.
Clarity around the identification of core and optional depth studies in Years 7–10.	The Stage 5 requirements regarding core and optional depth studies have been clarified.
The K–10 outcomes need further refinement to provide clarification for teachers.	The K–10 outcomes have been reviewed and amended to improve clarity, ensure the appropriate level of cognitive demand and progression of learning.
The need for the development of a K–10 skills and concepts continuum.	A K–10 historical concepts continuum and a K–10 historical skills continuum have been developed and placed in the syllabus.
The status of the other strands of HSIE and K–6 History within the Human Society and Its Environment learning area requires clarification.	Further advice has been developed, and support materials will model the integration of K–6 History within the current HSIE strand. The issues surrounding the integration of History K–6 within the HSIE key learning area will be considered during the development of implementation plans.

5 Analysis

5.1 Rationale

Summary

Feedback received about the rationale was positive. Respondents commented that the rationale was well articulated and provided a strong statement for teachers. There was particular support for the emphasis on the process of inquiry and the contestability of History. However, a small number of respondents believed that the term ‘contestability’ was more suited to the field of sociology and that the importance of technology in History needed greater prominence in the rationale.

Feedback affirming the rationale

Feedback	Sources
Rationale is appropriate, relevant and includes important key concepts in History.	Survey x 18 Submission 1 Submission 6 AIS IEU HTANSW

Matters raised and actions

Matters raised	Sources	Actions
There is concern regarding the use of the term ‘contestability’.	NSWDEN	The term ‘contestability’ has been defined in the syllabus.
The underlying view that History is an uncontested narrative must be changed.	TF	The rationale states that History contains many stories and that there is never only one uncontested version. Contestability is one of the historical concepts in Stage 3, Stage 4 and Stage 5.
Technology does not have enough prominence in the rationale.	CEOW	The rationale focuses on the specific nature of the History discipline but includes reference to technologies.

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

Summary

There was little feedback regarding the place of History in the K–12 curriculum. One respondent expressed the need for clarity regarding the prior-to-school learning statement.

Matters raised and actions

Matters raised	Sources	Actions
The prior-to-school learning requires revision to improve clarity.	Survey x 1	The prior-to-school learning statement has been revised.

5.3 Aim

Summary

Consultation feedback confirmed that the aim was a succinct statement of the overall purpose of the syllabus. While there was support for the inclusion of critical thinking, some respondents believed that it should have greater prominence in the syllabus.

Feedback affirming the aim

Feedback	Sources
The aim is appropriate, valid and relevant.	Survey x 13 Submission 1 Submission 6 HTANSW IEU CEOW
The reference to critical skills is supported.	AIS

Matters raised and actions

Matters raised	Sources	Actions
Critical thinking, understanding and inquiry should be in the first part of the aim.	CEOW	There was general support for the current organisation of the aim.

5.4 Objectives

Summary

Feedback received in consultation meetings and online surveys confirmed that the objectives provided specific statements of the intentions of the syllabus and amplified its aims.

K–10

Feedback affirming the objectives

Feedback	Sources
The objectives are clearly linked to outcomes. The objectives are appropriate, manageable and succinct.	Glen Innes (CM) Survey x 11 IEU HTANSW Submission 6

5.5 Outcomes

Summary

The majority of feedback received indicated that the changes to the K–6 outcomes were successful in providing sufficient detail about what students are expected to achieve at each stage in relation to the objectives. However, some respondents stated that minor refinements to the K–6 outcomes were required to improve their clarity.

There were differing views regarding the sequencing of K–6 outcomes. Some respondents believed that the sequencing of outcomes was appropriate and would facilitate programming in multi-stage classrooms, while other respondents believed that the outcomes required review to ensure an appropriate sequence of learning.

Many K–6 respondents felt that historical skills and concepts needed to be more specifically represented in the outcomes to reinforce their importance to essential learning in History. K–6 respondents also sought further clarification regarding the nature and status of the outcomes.

Years 7–10 respondents commented that the outcomes indicated the knowledge, understanding and skills expected to be gained by most students at the end of a stage. However, other feedback from respondents and the Board Curriculum Committee indicated that some of the Stage 4 and Stage 5 outcomes were too complex and required further refinement.

Feedback affirming the outcomes

Feedback	Sources
The outcomes are specific enough to provide guidance for programming and assessment without being overly prescriptive.	Glen Innes (CM) St Marys (CM) Gosford (CM) AIS CEOSYD IEU Survey x 1
The outcomes are similar to current syllabus and are user-friendly.	Griffith (CM) Survey x 1
The inclusion of the historical inquiry outcomes is supported.	CEOW
The coding of outcomes is supported.	Submission 6
The outcomes and content will be able to be incorporated with outcomes and content from other key learning areas and can be used to suit individual education plans.	North Rocks (SECM)

Matters raised and actions K–6

Matters raised	Sources	Actions
The K–6 outcomes need to be reviewed to ensure that they are stage appropriate, facilitate student engagement, reflect the rigour of the content and cater for the full range of students.	Gosford (CM) Griffith (CM) Survey x 3 North Rocks (SECM) CECPD DEC	The K–6 outcomes have been reviewed and amended to ensure an appropriate level of cognitive demand.
There needs to be clarification regarding status and nature of the outcomes and the content descriptions.	Dee Why (CM) St Marys (CM) Survey x 2 BCC	Advice regarding the status and nature of the outcomes and content descriptions has been revised.
The K–6 outcomes require revision to improve clarity and ensure appropriate progression through the stages.	Glen Innes (CM) Gosford (CM) Submission 2 Survey x 2 BCC DEC	The K–6 outcomes have been reviewed and amended to improve clarity and ensure appropriate developmental progression.
K–6 outcomes need to be sequenced and coded in a consistent manner to support teacher planning and programming.	DEC AIS CEOW	The coding of outcomes has been reviewed for consistency and an explanation of coding has been provided.
Historical concepts and skills need to sit under the outcomes and key inquiry questions.	Gosford (CM) BCC AIS	The organisation of historical concepts and skills has been reviewed to strengthen and clarify their place in teaching and learning.
There should be explicit reference to Aboriginal culture and histories in the K–6 outcomes.	St Marys (CM)	Aboriginal history has been added to the Stage 2 outcomes.

Matters raised and actions 7–10

Matters raised	Sources	Actions
The outcomes need further refinement to ensure that they are achievable and provide clear direction.	Submission 2 BCC HTANSW CEOW Survey x 1	The 7–10 outcomes have been reviewed to improve clarity and ensure appropriate level of cognitive demand.
The outcomes need revision to include the skills of empathetic understanding, and the concepts of significance, interpretation and contestability.	Submission 2 HTANSW	
The Stage 4 and Stage 5 outcomes are of too low an order and require review.	AIS CEOSYD	
There are too many outcomes allocated per depth study.	HTANSW	The number of outcomes for each depth study has been reviewed.

5.6 Content

Summary

There was strong support for the reorganisation of content in the *History K–10 Draft Syllabus Version 2*. K–6 respondents commented that the content was appropriate and would engage students. However, K–6 teachers expressed the need for greater clarification around the status of the content.

7–10 respondents strongly supported the reorganisation of Stage 5 content. Respondents indicated that the reduction of content would allow teachers the flexibility to develop teaching and learning programs that would engage students and allow for a genuine depth study model to occur. Respondents welcomed the introduction of Depth Study 6 ‘School-developed topic from either of the Stage 5 Overviews’, stating that it provided an exciting opportunity for teachers to develop teaching and learning programs that catered for the interests of their students. A small number of respondents also requested similar options in Stage 3 and Stage 4.

Many respondents indicated that greater clarity was required regarding the identification of core depth studies and required further direction regarding Depth Study 6 ‘School-developed topic from either of the Stage 5 overviews’. There were varying views regarding the removal of allocated hours for the Depth Studies. Some respondents supported the removal as it provided greater flexibility, while other respondents indicated that allocated hours provided direction for the development of teaching and learning programs.

The majority of respondents supported the choice of Depth Studies 3 and 4 as the core studies. However, a small number of respondents commented that Depth Study 4 would not engage all students, while others felt that ‘Australia during the Vietnam War era’ should be the core study. Some respondents also expressed concern that the syllabus was too Eurocentric and that essential historical content, such as the history of women, was absent.

The majority of respondents expressed support for the narrative overviews at the beginning of topics, believing them to be useful in setting the context for teaching the content. However, some respondents believed that the narrative overviews were too detailed and that teachers may believe that all the content described in the overview would need to be included in teaching and learning programs.

K–10 teachers were in agreement that a K–10 concepts and skills continuum needs to be developed to reinforce the importance of skills and concepts in History.

Feedback affirming the content K–6

Feedback	Sources
The content is stage appropriate and similar to content that is currently taught. The content will allow for flexibility in programming and the ability to tailor teaching and learning for the full range of students in a variety of contexts.	Glen Innes (CM) Griffith (CM) Gosford (CM) St Marys (CM) Armidale (K–6 CM) Sydney (SECM) AIS
Historical skills and inquiry questions provide a clear, sound progression of skills and concepts from Early Stage 1 to Stage 3.	Glen Innes (CM) Gosford (CM) Ryde (K–6 CM) Dee Why (CM) St Marys (CM) CECPD
The potential for in-depth studies within a stage is positive. The reduction of the content is supported.	St Marys (CM) BCC AIS

Matters raised and actions K–6

Matters raised	Sources	Actions
Organisation and status of content		
Explicit, clear and consistent messages in relation to the status of K–6 content and its relationship to outcomes and stage statements in each syllabus are required.	Gosford (CM) Griffith (CM) BCC DEC IEU CEOW	The advice about the status of the content has been clarified.
Content in Early Stage 1 to Stage 2 needs to be reviewed to avoid repetition and ensure that it is stage appropriate.	Glen Innes (CM) Griffith (CM) St Marys (CM) Armidale (K–6 CM) DEC TF Submission 6	The content has been revised and some reductions have been made.
The content in Stages 2 and 3 needs to be revised and reduced.	DEC TF CECPD Submission 8 Survey x 2	
Much of the primary content is non-historical. In Early Stage 1 and Stage 1 there needs to be a stronger emphasis on historical concepts rather than personal development.	TF Submission 8	The Australian curriculum introduces History through personal experiences and familiar contexts. Historical skills and understanding are developed in these contexts. Historical skills and understanding are further developed in a broader range of historical settings in subsequent stages of schooling.
The content needs to be reorganised so that outcomes, historical concepts and skills are integrated with the content and have greater prominence.	BCC AIS DEC CEOSYD TF Submission 2 Survey x 1	The links between the outcomes, historical concepts and skills have been reviewed and made more evident.
The level of detail provided in the Years 7–10 content needs to be provided in the K–6 content.	DEC	The level of content provided in K–6 has been presented to be manageable for teachers within the time available to teachers. Draft 1 respondents asked for less detail to increase manageability.
Advice regarding the suggested duration of units is required.	Survey x 1	Examples of units of work that model lengths will be provided in support materials.

Matters raised	Sources	Actions
<p>Specific detail regarding content</p> <p>The lack of diversity in the Stage 3 content will not engage students in a multicultural society. It is missing a world focus which may make the transition to Stage 4 more difficult.</p> <p>There needs to be more flexibility for primary teachers to choose content that is appropriate for their particular context.</p> <p>The content for Stage 3 is inappropriate.</p> <p>Content in the early years of school needs to be reviewed to ensure that it is stage appropriate and represents an appropriate developmental sequence of learning.</p>	<p>Gosford (CM) St Marys (CM) Griffith (CM) TF Survey x 1 Submission 6</p> <p>Gosford (CM) TF</p> <p>Survey x 1</p> <p>TF</p>	<p>Stage 3 provides the opportunity for students to learn about migration and the contribution of migrants in the nineteenth and twentieth centuries.</p> <p>The status of K–6 content has been clarified, including teachers' flexibility to determine emphasis on particular areas.</p> <p>There is general support that the Stage 3 content is appropriate. Much of the Stage 3 content in the History syllabus is currently taught in primary schools.</p> <p>The content has been reviewed and amended where appropriate.</p>
<p>Teaching Aboriginal history</p> <p>Advice and resources to support the teaching of Aboriginal history, migration and Asian history and culture are required.</p> <p>The inclusion of Zheng He in Stage 2 First Contacts would provide an Asian example for teachers.</p>	<p>Glen Innes (CM) St Marys (CM) Armidale (K–6 CM) CECPD</p> <p>Submission 5</p>	<p>Advice will be provided in support material regarding the teaching of Aboriginal history, migration and Asian history.</p> <p>Zheng He has been included in the syllabus.</p>

Feedback affirming the content 7–10

Feedback	Sources
<p>Organisation of content</p> <p>The organisation of the content represents a more flexible approach that has incorporated a balanced mix of world and Australian history content. The content will be able to be taught within the current time frame.</p>	<p>Glen Innes (CM) Griffith (CM) Dee Why (CM) Gosford (CM) St Marys (CM) Survey x 12 Submission 1 Submission 2 BCC DEC IEU CEOSYD AIS HTANSW HTANSW Dubbo</p>
<p>The increased flexibility due to the removal of timing indicators for the depth studies is supported.</p>	<p>Gosford (CM) St Marys BCC DEC</p>
<p>The syllabus has a good variety of topics that will increase student engagement.</p>	<p>Griffith (CM) BCC St Marys (CM) Survey x 4 Submission 1 NSWDEN</p>
<p>Advice regarding the site studies is clear and appropriate.</p>	<p>HTANSW</p>
<p>The introduction of Aboriginal and Indigenous Peoples as an elective in Stage 4 is strongly supported.</p>	<p>Dee Why (CM) BCC CEOSYD IEU Gosford (CM) Griffith (CM) St Marys (CM) Survey x 14</p>
<p>The choice of Depth Studies 3 and 4 as the core studies is strongly supported.</p>	<p>Glen Innes (CM) Dee Why (CM) Gosford (CM) Survey x 8 BCC IEU</p>
<p>The reorganisation of Depth Study 3 (Stage 5) ‘Australians at War’ is supported.</p>	<p>St Marys (CM) AIS Survey x 20 HTANSW</p>

Feedback	Sources
The opportunity to teach ‘Australia during the Vietnam War era’ in Depth Study 6, School-developed topic from either of the Stage 5 overviews is supported.	Glen Innes (CM) Dee Why (CM) Gosford (CM) Griffith (CM) St Marys (CM) BCC HTANSW NSWDEN Survey x 10

Matters raised and actions 7–10

Matters raised	Sources	Actions
<p>Organisation of content</p> <p>Greater clarity is required regarding the organisation of content. The core topics and the number and choice of depth studies needs stronger emphasis in the organisation of content diagram.</p> <p>The current NSW syllabus terms ‘learn to’ and ‘learn about’ clarifies content more clearly.</p> <p>Specified hours for each depth study are required to define the scope of depth studies.</p> <p>Greater clarification is required regarding the term ‘such as’ to define scope for teachers.</p> <p>The structure of Stage 4 needs revision so that students study four out of six depth studies as has been done in Stage 5 to allow for the development of historical skills.</p> <p>There is insufficient Ancient History content.</p>	<p>Dee Why (CM) Gosford (CM) Griffith (CM) St Marys (CM) CEOW Survey x 8 Submission 1</p> <p>Gosford (CM) St Marys (CM) BCC CEOSYD TF HTANSW Dubbo Survey x 1</p> <p>St Marys (CM) CEOW</p> <p>CEOW</p> <p>DEC Glen Innes (CM)</p> <p>IEU</p>	<p>Stage 5 requirements for core and optional depth studies have been clarified.</p> <p>The new syllabuses have adopted a consistent approach that includes integrated statements of student learning. This approach has resulted in a reduction in repetition.</p> <p>The majority of respondents value the flexibility to determine the hours for each Depth Study. A variety of scope and sequence models will be developed to provide advice regarding the scope of depth studies.</p> <p>The content has been reviewed to identify suggested examples as ‘eg’ rather than ‘such as’.</p> <p>The restructure and reduction of depth studies was a response to a specific consultation issue from the first round of consultation. The direction was approved by the Board as appropriate for Stage 5.</p> <p>Three of the six depth studies in Stage 4 deal with the Ancient World.</p>

Matters raised	Sources	Actions
Opportunities for students to engage in independent historical inquiry in Stage 4 and Stage 5 are limited.	TF	The skills of historical inquiry are specified for each stage. The curriculum is designed so that the skills of historical inquiry are integrated in all topics and depth studies.
Aboriginal and Indigenous Peoples Depth Study 6 Topic 6d ‘Aboriginal and Indigenous Peoples’ should be a core study and include a focus on colonisation.	Griffith (CM) St Marys (CM) Survey x 2 TF	The depth study was developed in addition to the Australian curriculum offerings as an important option for NSW schools.
Overviews The overviews and their place in teaching and learning programs require further advice and explanation. The amount of content in the overviews is inconsistent. The relationship between the descriptive narrative paragraph and the directive ‘Students briefly outline’ requires clarification.	 Dee Why (CM) Gosford (CM) St Marys (CM) Survey x 2 Submission 1 BCC CEOSYD AIS HTANSW CEOW TF HTANSW	 Advice regarding the overviews and depth studies will be provided in support materials. The scope of the overviews reflects the coverage of the related depth studies. The Stage 5 overviews tend to be more detailed than those in Stage 4 to reflect the increasing depth and breadth of learning. The relationship between the descriptive paragraph and what students learn will be clarified in initial support materials.
Depth Studies The content in the Depth Studies needs to be reviewed to ensure greater clarification regarding the suitability of the content, approaches to teaching, possible repetition and student engagement. Some Depth Studies need to be reviewed to ensure that key historical content is included.	St Marys (CM) Survey x 15 Submission 2 BCC TF Survey x 6 St Marys (CM) Submission 2 Submission 8 HTANSW TF CEOW	The Depth Study content has been reviewed and amendments have been made.

Matters raised	Sources	Actions
The content of the Depth Studies needs to be revised to ensure the right balance between providing adequate direction for teachers and over-burdening them with content.	HTANSW NSWDEN Survey x 4	The content has been reviewed and reduced.
The content of the Depth Studies needs to be reviewed to ensure that the inquiry questions are represented in the content and the cognitive demands are consistent across the topics.	HTANSW Survey x 1	The Depth Study content has been reviewed and amendments have been made where necessary.
There needs to be a range of models for Depth Study 6, School-developed topic from the Overview.	St Marys (CM) Survey x 2	A number of alternatives for Depth Study 6, School-developed topic from the Stage 5 overviews will be provided in the syllabus and support materials.
There is a discrepancy between the number of significant individuals given in the Mediterranean World and Asian World. This may reinforce a view about the perceived difficulties of studying Asian history.	HTANSW	Support materials will include advice and examples to support the teaching of Asian history.
The Depth Studies need to be reviewed to ensure that the Muslim voice/perspective is represented.	Submission 7 Submission 8 TF	Islamic history is represented in Stage 4 in the following areas: the Overview and Depth Study 4 The Western and Islamic World Topic 4b Medieval Europe Topic 4c the Ottoman Empire. In Stage 5 teachers can also select to examine the migration of the Muslim community.
The loss of women's history is a serious concern.	St Marys (CM) BCC TF HTANSW	There are opportunities in each stage to learn about the history of women. Specific references to women had been added to depth studies that include everyday life. Depth Study 6 in Stage 5 provides an opportunity to study an aspect of women's history of the 19th or 20th century.
The pivotal place of biblical beliefs, historical characters and events has been omitted in the syllabus.	Submission 4	The depth study 'Investigating the Ancient Past' provides an opportunity for a focus on biblical characters and events. Site studies could include virtual studies of biblical sites.

Matters raised	Sources	Actions
<p>K–10 concepts and skills</p> <p>A K–10 historical skills and concepts continuum needs to be represented in the syllabus, together with further advice on the teaching of historical concepts and skills in support material.</p> <p>A clarification of the difference between historical skills and concepts is required.</p> <p>Historical concepts need further explanation in the 7–10 section of the syllabus.</p>	<p>Armidale (K–6 CM) Glen Innes (CM) Dee Why (CM) Gosford (CM) St Marys (CM) Survey x 3 BCC IEU CEOW TF</p> <p>Submission 2 CEOSYD HTANSW Survey x 1</p> <p>HTANSW</p>	<p>A K–10 historical concepts continuum and a K–10 skills continuum have been developed.</p> <p>Advice regarding historical concepts and skills will be included in support materials.</p> <p>Further advice regarding the nature of historical skills and concepts has been provided in the syllabus.</p>
<p>Learning across the curriculum</p> <p>Learning across the curriculum needs to be renamed and presented as two distinct groups consistent with the Australian curriculum’s general capabilities and cross-curriculum priorities.</p> <p>The consistency of tagging of learning across the curriculum areas within syllabus content needs to be improved to ensure appropriate opportunities are identified.</p> <p>It is strongly recommended that the term ‘Aboriginal and Torres Strait Islander’ be used throughout all syllabus documents rather than the term Indigenous.</p> <p>The wording ‘Aboriginal perspectives’ should be replaced with the wording ‘Aboriginal content’.</p> <p>Aboriginal perspectives are not sufficiently represented in the syllabuses.</p> <p>Consistent definitions of learning across the curriculum need to be applied across all four syllabuses.</p>	<p>BCC CEOSYD DEC</p> <p>DEC</p> <p>DEC</p> <p>DEC</p> <p>TF</p> <p>DEC</p>	<p>The organisation of the learning across the curriculum areas has been reviewed and the representation is consistent with the Australian curriculum’s general capabilities and cross-curriculum priorities.</p> <p>The consistency of tagging of learning across the curriculum areas has been reviewed and revised to ensure authentic and appropriate opportunities for students.</p> <p>The appropriate reference has been reviewed.</p> <p>When Aboriginal perspectives are used in the History syllabus they refer to ensuring that an Aboriginal point of view is included in the investigation of an historical event or issue.</p> <p>Aboriginal perspectives have been reviewed and strengthened in the syllabuses.</p> <p>The definitions for learning across the curriculum have been reviewed to ensure a consistent approach to these areas while maintaining subject integrity.</p>

Matters raised	Sources	Actions
<p>It will be difficult to address learning across the curriculum areas adequately due to the amount of content.</p> <p>The scope of literacy learning needs to be reviewed through an analysis of each syllabus, and a consistent definition for literacy needs to be provided at the beginning of each cross-curriculum literacy statement.</p> <p>Suggestions to improve the quality of some learning across the curriculum areas included:</p> <ul style="list-style-type: none"> • a revision of civics and citizenship to ensure that it retains the quality of the current syllabus • civics understanding and active citizenship require separate definitions • opportunities for self-management and social management need to be identified • specific examples need to be provided for critical and creative thinking • the meaning of ‘Difference and diversity’ requires greater clarity 	<p>Survey x 1</p> <p>DEC</p> <p>DEC</p>	<p>By teaching the content of NSW syllabuses, the learning across the curriculum areas will be appropriately addressed.</p> <p>The scope of literacy learning across each syllabus and the definition for literacy have been reviewed.</p> <p>The learning across the curriculum areas have been reviewed and amended where appropriate, while ensuring that subject integrity is maintained.</p>

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

Summary

Some respondents commented that the advice about adjustments to assessments for students with special education needs was clear. However, other feedback indicated that further advice about adjustments to teaching, learning and assessing was required.

There was widespread support for the alignment of Life Skills outcomes with the mainstream outcomes. There was also the suggestion that the Stage 4 and Stage 5 outcomes be represented with the Life Skills outcomes in the syllabus. However, some respondents expressed concern that the alignment of the outcomes may result in teachers overlooking curriculum adjustments as a step prior to the adoption of Life Skills outcomes for students with special education needs.

The majority of feedback stated that the Life Skills content and outcomes were accessible for the full range of students. However, some respondents expressed that the outcomes need further refinement to ensure appropriate learning for all students.

Respondents indicated that while the advice provided regarding historical skills and site studies was useful, further advice was required in this area. Respondents also indicated that further advice and support was required to assist teachers to adequately support students with special learning needs.

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

Feedback	Sources
The placement of related Life Skills outcomes and content with the Stage 4 and Stage 5 content is helpful for teachers.	Dee Why (CM) Griffith (CM) North Rocks (SECM) Gosford (CM) Sydney (SECM) St Marys (CM) BCC IEU CEOSYD NSWDEN CEOW Survey x 1
The inclusion of advice about reporting against Life Skills outcomes and content, and advice about reporting against outcomes from a lower stage in K–6 was supported.	SEC
The Life Skills outcomes are appropriately sequenced and the content is relevant to those students undertaking Life Skills outcomes and content, and will allow access for the full range of students.	Griffith (CM) Sydney (SECM) St Marys (CM) North Rocks (SECM) AIS HTANSW Survey x 3
The placement of the table of comparative outcomes is supported.	Sydney (SECM)
Advice regarding historical skills and site studies is useful.	Sydney (SECM)

Matters raised and actions

Matters raised	Sources	Actions
The syllabus should outline the diversity of students with special needs, and clarify that gifted and talented students may also have learning difficulties and/or physical difficulties.	DEC	Further advice about the diversity of students with special education needs will be included in the syllabus and in support materials.
Further advice is required about making adjustments to teaching, learning, assessment and reporting for students with special education needs.	Sydney (SECM) SEC DEC	Advice on making adjustments for students with special education needs has been reviewed. It will be further elaborated in support materials.
The Life Skills outcomes and historical skills need further refinement to allow access for all students, including those with high support needs.	North Rocks (SECM) Sydney (SECM)	The Life Skills outcomes have been reviewed.
The alignment of Life Skills outcomes with Stage 4 and Stage 5 course outcomes may not reinforce the option of curriculum adjustments. Support materials should emphasise adjustments as an option prior to undertaking the Life Skills course.	Sydney (SECM)	The majority of feedback supported the alignment of Life Skills outcomes with Stage 4 and Stage 5 outcomes. Support materials will provide further advice regarding adjustments.
Regular course outcomes codes for Stage 4 and Stage 5 should be included on Life Skills content pages.	North Rocks (SECM) SEC BCC Survey x 1	The codes for regular Stage 4 and Stage 5 course outcomes have been included on the Life Skills content pages.
Clear and consistent messages should be provided about syllabus requirements in relation to content expectations for Life Skills students 7–10.	DEC	The requirements for Life Skills outcomes and content are included in ‘Years 7–10 Life Skills outcomes and content’ of the syllabus and in support materials.
The advice regarding how students with special education needs should access Years 7–10 outcomes and content requires clarification.	BCC CEOW	Advice about accessing appropriate outcomes has been strengthened.
The advice regarding topic choice, historical skills, site studies and assessment needs further clarification.	Sydney (SECM) BCC Survey x 1	The advice regarding topic choice, historical skills, site studies and assessment has been strengthened.
The Life Skills content is not able to be integrated into Stage 4 and Stage 5 content.	St Marys (CM)	Teachers select content appropriate to the needs of students.
While Early Stage 1 outcomes are accessible for K–6 students with special education needs, more advice may need to be given to assist teachers.	Sydney (SECM)	Further advice will be developed in support materials.

Matters raised	Sources	Actions
Clarification is required about which students should study Life Skills outcomes and content.	AASE Sydney (SECM) SEC	Advice will clarify that Life Skills outcomes and content should be studied by students who are unable to achieve the regular Stage 4 and Stage 5 outcomes and content.
An explanation of the terms ‘independently’ and ‘with support’ in relation to achievement of outcomes is required.	AASE	Advice about demonstration of achievement of outcomes will be provided in the Life Skills support materials.
Advice regarding the provision for students with special education needs including programming support and other materials is required with the release of the syllabuses.	Griffith (CM) Survey x 1 AASE BCC	Materials to support initial implementation will accompany the release of the syllabuses. Further advice about programming and assessment, including review of the Life Skills support materials, will be undertaken during Term 4.
Further advice is required about reporting achievement of students in relation to Life Skills outcomes and content.	Sydney (SECM)	Advice about reporting achievement of students undertaking Life Skills courses is provided in the Life Skills support document <i>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</i> .
The advice regarding curriculum options and accessing outcomes and content for students with special education needs, including Life Skills, requires review.	SEC AASE DEC Sydney (SECM) North Rocks (SECM)	This advice has been reviewed and strengthened.
The advice regarding communication systems in the English syllabus should be included in all K–10 syllabuses.	North Rocks (SECM)	Advice about providing adjustments to accommodate communication strategies used by students with special education needs has been included in ‘Students with special education needs’.
Life Skills outcomes and content should be included as part of the continuum of learning.	North Rocks (SECM) BCC Survey x 1	Life Skills outcomes and content are an alternative option to the regular Stage 4 and Stage 5 courses and as such are not included in the learning continuum. Their relationship is described in ‘Years 7–10 Life Skills outcomes and content’ section of the syllabus.
The flow chart describing the decision-making process for accessing Life Skills outcomes and content should be included in the K–10 syllabuses.	SEC AASE	The diagram is included in support materials for Life Skills. The interactive online syllabus will provide greater flexibility to customise views of the syllabus and links to support materials.
Life Skills outcomes included on each Stage 4 and Stage 5 content page should refer to the syllabus sections.	DEC	Life Skills outcomes and content is included in the Life Skills section of each syllabus.

5.8 Continuum of learning in History K–10

Summary

There were varying views regarding the continuum of learning in History 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 History K–10

Feedback	Sources
The stage statements are appropriate.	Gosford (CM) HTANSW
The stage statements provide a clear overview of learning.	AIS
The continuum of learning is a useful inclusion to assist teachers in planning and programming.	HTANSW Submission 6

Matters raised and actions

Matters raised	Sources	Actions
The continuum of learning K–10 needs to be reviewed to ensure clear and appropriate sequencing.	DEC	The continuum of learning has been reviewed to ensure stage-appropriate sequencing of outcomes and content.
The Early Years Learning Framework should be recognised as part of the continuity of student learning by linking Early Stage 1 outcomes in all syllabuses.	DEC	Recognition of the Early Years Learning Framework and its relationship to Early Stage 1 is included in ‘The place of the History K–10 Syllabus in the K–12 curriculum’ section of the syllabus.
The stage statements should be reviewed to develop a more consistent structure across the four syllabuses.	DEC	The stage statements have been reviewed to describe the knowledge, understanding and skills developed at the end of a stage in each subject in a consistent way. The stage statements are based on and reflect the scope of the course outcomes, and the organisation and sequence of content.
The stage statements need to make clearer reference to the Australian curriculum’s achievement standards.	CEOW	The Australian curriculum achievement standards have been integrated into the outcomes and stage statements.
The verbs used in the stage statements require further development to ensure appropriate levels of cognitive development.	Survey x 3	The stage statements have been reviewed to ensure that they reflect the appropriate levels of cognitive development.

Matters raised	Sources	Actions
<p>The stage statements need to be placed in the front of the syllabus or embedded within each stage.</p> <p>The stage statements need to be aligned more closely with the content in the interactive online format of the syllabus.</p>	<p>BCC DEC AIS CEOSYD NSWDEN CEOSYD</p>	<p>In the online syllabus the placement of syllabus components is of less relevance as users can easily navigate between sections. In the print document the stage statements have been located with assessment advice due to their relevance to making judgements about student achievement.</p>

5.9 Assessment

Summary

Feedback received during consultation expressed that the advice regarding assessment was well articulated and continued to express the importance of assessment for learning. Respondents highlighted the need for further advice and work samples on the Assessment Resource Centre (ARC) website that demonstrate historical skills in K–6.

Feedback affirming the assessment advice

Feedback	Sources
The key inquiry questions are helpful for assessment.	St Marys (CM)
The continued recognition of assessment for learning is supported.	HTANSW

Matters raised and actions

Matters raised	Sources	Actions
More specific advice is needed about assessment. More examples of assessment activities online would be helpful.	AIS Dee Why (CM) Gosford (CM) St Marys (CM)	Support materials will include advice on assessment.
Further advice is required in relation to the role of stage statements in programming, assessing and reporting and their place in identifying standards.	DEC	The role of the stage statements will be clarified in advice about assessment in support materials.
Advice on assessment should be placed at the front of the syllabus.	AIS	A consistent approach has been adopted to the syllabus format.
More advice is needed on assessment regarding the impact of RoSA and assessing Year 10 in a post-School Certificate test environment.	Glen Innes (CM) St Marys (CM) IEU	Advice regarding RoSA is being developed by the Board of Studies.
The examples on the ARC website need to reflect a range of student responses.	Dee Why (CM)	The collection and publication of work samples is an ongoing process and will include new examples as appropriate.

5.10 Other comments

Summary

There was strong support for the presentation of the syllabus in the interactive online format. Many respondents indicated that the print document was very dense, making it difficult to determine what had to be taught. Feedback stated that the document would benefit from some shading or highlighting.

There were varying views regarding the use of the terms BC/AD and BCE/CE. Teachers at consultation meetings supported the use of BC/AD while other respondents expressed a desire to adopt BCE/CE.

During consultation meetings K–6 teachers indicated strong support for the inclusion of the glossary and a desire for consistency in the use of terminology across all four syllabuses.

Feedback from online surveys and teacher consultation meetings indicated the need for professional development, particularly in teaching Aboriginal History in K–6 and Asian History in Years 7–10. Respondents also expressed the need for a range of support materials especially to demonstrate the integration of History in the existing HSIE strand in K–6 and the advice regarding the programming of the overviews with depth studies in Years 7–10.

Feedback affirming the *History K–10 Draft Syllabus Version 2*

Feedback	Sources
Existing K–6 resources can be used to teach the content.	Glen Innes (CM) Ryde K–6
The online format is a positive development.	Glen Innes (CM) Dee Why (CM) St Marys (CM) Gosford (CM) BCC CEOSYD CEOW
The inclusion of a glossary is supported.	Glen Innes (CM) Gosford (CM) DEC AIS HTANSW CEOW TF Submission 1 Submission 2 Submission 6
The consistency of formatting across all syllabuses is a welcome feature.	Glen Innes (CM)
The stage-based format of the syllabus is supported.	TF
The extensive tagging of learning across the curriculum in the History syllabus is supported.	CEOSYD
Sustainability, Intercultural Understanding, Information and Communication Technology have been well defined and appropriately identified.	DEC

Matters raised and actions K–10

Matters raised	Sources	Actions
<p>Implementation</p> <p>Clear guidance needs to be provided about how to integrate History within the existing K–6 HSIE learning area.</p> <p>The option of developing a new Human Society and Its Environment K–6 syllabus, similar to the approach in Science and Technology K–6 should be considered rather than a stand-alone K–6 History syllabus.</p> <p>There is a need for a K–6 implementation model that recognises the demands of primary schools and teachers.</p> <p>The replacement of the foundation statements with stage statements in Years K–6 needs targeted and clear communication.</p>	<p>Glen Innes (CM) Gosford (CM) Survey x 3 DEC HTANSW CEOW TF</p> <p>DEC</p> <p>St Marys (CM) TF</p> <p>DEC</p>	<p>Advice will be developed and support materials will model an example showing the integration of History within the current HSIE learning area.</p> <p>Clarification will be provided regarding the integration of K–6 History within the current HSIE key learning area in support materials.</p> <p>The issues surrounding the integration of History K–6 within the HSIE key learning area will be considered during the development of implementation plans.</p> <p>An implementation plan will be developed with the education sectors in NSW.</p> <p>Communication about the new syllabuses will confirm that the stage statements replace the K–6 foundation statements.</p>
<p>Support materials</p> <p>A range of support materials needs to be developed, including:</p> <ul style="list-style-type: none"> • scope and sequence plans • teaching historical skills • Aboriginal and Torres Strait Islander history • Asian history • providing for the needs of the differentiated classroom including students with special education needs • ICTs • Environmental sustainability <p>Scope and sequence, assessment tasks and models of how to effectively program the 7–10 overviews and depth studies are needed.</p> <p>Work samples on the ARC website will need to continue to be provided.</p> <p>The syllabuses in the interactive online format should provide hyperlinks to support materials and resources.</p>	<p>Gosford (CM) Dee Why (CM) Griffith (CM) Glen Innes (CM) St Marys (CM) Armidale (K–6 CM) Survey x 3 HTANSW CEOW TF</p> <p>Dee Why (CM) Survey x 4 HTANSW CEOW</p> <p>HTANSW CEOW</p> <p>CEOW</p>	<p>The Board of Studies will provide materials to support initial implementation in Term 4.</p> <p>Support materials will be provided.</p> <p>The ARC will continue to provide support for teachers.</p> <p>The interactive online syllabus is under development, and consideration will be given to suggestions for enhancements, including hyperlinking to support materials and resources.</p>

Matters raised	Sources	Actions
<p>Readability and layout</p> <p>The terminology in the glossary needs to be consistent across all four syllabuses.</p> <p>The representation of the K–6 outcomes needs to be aligned on the page to demonstrate progression through the stages.</p> <p>The style and layout of the print and online documents require some consideration.</p> <p>Place the brief description of each topic above the content for each topic.</p> <p>Historical understanding, concepts and skills need to have greater prominence in the interactive online version of the syllabus.</p>	<p>Glen Innes (CM) Gosford (CM)</p> <p>Glen Innes Gosford (CM) BCC AIS CEOW</p> <p>Gosford (CM) Griffith (CM) Dee Why (CM) Sydney (SECM) BCC AIS IEU CEOW Survey x 2</p> <p>DEC</p> <p>AIS CEOW</p>	<p>The glossaries in the four syllabuses have been reviewed to ensure consistency while maintaining subject integrity.</p> <p>The K–6 skills outcomes have been repositioned so that they are easier to read and track across the stages.</p> <p>The print and online syllabuses have been reviewed in terms of their readability.</p> <p>This reorganisation has been incorporated into the syllabus.</p> <p>The interactive online syllabus is under development, and consideration will be given to suggestions to enhancements.</p>
<p>Other</p> <p>Professional development is required with a particular focus on:</p> <ul style="list-style-type: none"> • Historical skills • Historical terms and concepts. <p>Advice regarding implementation models is required.</p> <p>The syllabus should recognise the diversity of Australian learners and provide guidance to teachers on curriculum differentiation to meet the diverse learning needs of these students, including:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students from diverse backgrounds in urban and rural settings • Gifted and talented students • Students learning English as an additional language or dialect including the use of ESL scales for EAL students. (<i>Mathematics, Science and History</i>) 	<p>AIS TF</p> <p>AIS TF</p> <p>DEC</p>	<p>The Board of Studies will provide initial support materials. The education sectors will provide further professional learning for teachers to support implementation.</p> <p>During 2012, the Board, in consultation with the education sectors, will provide advice about implementation.</p> <p>Additional advice has been included in the syllabus on meeting the needs of Gifted and talented students. Further advice on meeting diverse student needs will be incorporated in support materials.</p>

Matters raised	Sources	Actions
The teaching of social responsibility is missing in the syllabus.	TF	<p>Opportunities to address content relating to social responsibility is identified by the following learning across the curriculum areas:</p> <ul style="list-style-type: none"> • Civics and citizenship • Intercultural understanding • Difference and diversity • Personal and social capability • Ethical understanding • Sustainability • Work and enterprise.
Explanations of the terms used to describe elements of the syllabus should be provided.	DEC	Explanations of the terms will be provided in initial support materials.
The interactive online version of the syllabuses needs to be further developed to enable filtering for learning across the curriculum areas and some aspects of content.	DEC	The interactive online syllabus will enable filtering of learning across the curriculum areas.
Many of the ICT requirements of the History syllabus will be difficult for students completing distance education.	NSWDEN	If students do not have access to particular software and hardware, necessary adjustments to learning can be made.
An application for Apple and Android devices should be considered.	CEOW	The development of an application is being considered.
The amount of content in the new K–10 English, Mathematics, Science and History syllabuses will diminish the time available for other learning areas.	TF	The syllabuses are designed to be taught within the time currently available in NSW schools. There is flexibility, particularly in the primary curriculum, to make decisions on areas of emphasis based on learning needs and available time.
The amount of content in all four curriculum areas should be re-evaluated to allow the development of higher order and critical thinking skills and skills unique to the subject discipline.	TF	The content has been reviewed to provide opportunities for the development of subject-specific and critical thinking skills.
The content should be coded for ease of programming.	St Marys (CM)	The Board supported a consistent approach across syllabuses. As a result content has not been coded.

6 Quantitative analysis of survey responses

6.1 History Years K–6 survey (note: due to rounding, some percentages may not total 100%)

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non response	
		n	%	n	%	n	%	n	%	n	%
Outcomes											
The outcomes are clear.	12	2	17%	7	58%	2	17%	0	0%	1	8%
The outcomes provide specific direction for teaching, learning and assessing.	12	0	0%	9	75%	2	17%	0	0%	1	8%
There is a clear distinction between the level of demand of Stage 3 and Stage 4 outcomes.	12	2	17%	5	42%	1	8%	1	8%	3	25%
Organisation of content											
It is clear which content is essential to achieve the outcomes.	9	1	11%	4	44%	3	33%	1	11%	0	0%
The organisation of content will direct and support the teaching of History within HSIE in my school.	9	0	0%	5	56%	3	33%	1	11%	0	0%
Content: Early Stage 1 to Stage 3											
The explanations of ‘historical concepts’ and ‘historical skills’ clarify and support teaching and learning programs in History.	8	0	0%	4	50%	3	38%	0	0%	1	13%
The development of ‘historical concepts’ and ‘historical skills’ through the stages is clear.	8	0	0%	5	63%	3	38%	0	0%	0	0%
The content is sufficiently clear to develop teaching and learning programs.	8	0	0%	6	75%	2	25%	0	0%	0	0%
Stage statements											
The stage statements provide a clear summary of student learning in relation to the outcomes.	8	1	13%	6	75%	1	13%	0	0%	0	0%

6.2 History Years 7–10 survey (note: due to rounding, some percentages may not total 100%)

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non response	
		n	%	n	%	n	%	n	%	n	%
Outcomes											
There is a clear distinction between the level of demand of Stage 3 and Stage 4 outcomes.	51	4	8%	31	61%	4	8%	1	2%	11	22%
It is clear which content is the core and where there are options for study.	48	11	23%	27	56%	10	21%	0	0%	0	0%
Organisation of content											
The organisation of content will direct and support the teaching of History in my school.	48	6	13%	32	67%	6	13%	1	2%	3	6%
Content: Stages 4 and 5											
The inclusion of an additional elective ‘Aboriginal and Indigenous Peoples’ within Depth Study 6 in Stage 4 is supported.	48	17	35%	24	50%	3	6%	2	4%	2	4%
The reorganisation of content in Stage 5 provides flexibility for teaching and learning.	48	14	29%	30	63%	1	2%	1	2%	2	4%
The reorganisation of ‘Australians at War’ and ‘Rights and Freedoms’ as Stage 5 Core Depth Studies is supported.	48	13	27%	30	63%	3	6%	1	2.1%	1	2%
The overviews clarify the scope of the area of study.	44	2	5%	32	73%	7	16%	1	2%	2	5%
Years 7–10 Life Skills											
The inclusion of related Life Skills outcomes within Stage 4 and Stage 5 content is useful.	44	12	27%	18	41%	1	2%	0	0%	13	30%
The relationship between Life Skills outcomes and content, and Stage 4 and Stage 5 outcomes and content is clear.	44	5	11%	22	50%	0	0.0%	0	0%	17	39%
The Life Skills outcomes are accessible to the range of students undertaking Life Skills outcomes and content.	44	4	9%	20	46%	1	2%	0	0%	19	43%

Survey item	Number of responses	Strongly agree		Agree		Disagree		Strongly disagree		Non response	
		n	%	n	%	n	%	n	%	n	%
The advice in section 8.2 about ‘site studies’ and ‘historical skills’ will assist in programming Life Skills and outcomes and content.	44	1	2%	23	52%	2	5%	0	0%	18	41%
The Life Skills content is relevant for the range of students undertaking Life Skills outcomes and content.	44	3	7%	21	48%	0	0%	1	2%	19	43%
Stage statements											
The stage statements provide a clear summary of student learning in relation to the outcomes.	44	3	7%	34	77%	2	5%	0	0 %	5	11%

7 Respondents

7.1 Consultation meetings

History K–10 Draft Syllabus Version 2: afternoon meetings
(code: CM)

Venue	Date	Number of participants			
		K–6	Years 7–10	Life Skills	Total
Glen Innes	6 March	8	4	0	12
Dee Why	8 March	4	27	0	31
Gosford	12 March	19	7	0	26
Griffith	14 March	3	9	0	12
St Marys	20 March	20	34	0	54

Kindergarten to Year 6 draft syllabuses Version 2 – all learning areas: full-day meetings
(code: CM)

Venue	Date	Number of participants
Armidale	1 March	11
Ryde	20 March	11

Years 7 to 10 draft syllabuses Version 2 – all learning areas: special education meetings
(code: CM)

Venue	Date	Number of participants
Sydney (at the Board of Studies)	9 March	11
North Rocks	14 March	20

Board Curriculum Committee consultation meeting at OBOS on 3 April 2012
(code: BCC)

Feedback on the *History K–10 Draft Syllabus Version 2* was also gathered at the following meetings:

Venue	Date	Number of participants
Catholic Education Commission – Professional Development meeting (code: CECPD)	21 March	51
History Teachers Association of NSW – Professional Development meeting (code: HTANSW Dubbo)	27 April	30

Board of Studies Special Education Committee meeting on 3 April 2012
(code: SECM)

7.2 Written submissions

Organisations, groups and individuals	Code
Australian Association of Special Education	AASE
Board of Studies Special Education Committee	SEC
NSW Department of Education and Communities	DEC
Association of Independent Schools of NSW	AIS
NSW/ACT Independent Education Union	IEU
Catholic Education Office – Diocese of Wollongong	CEOW
Catholic Education Office Sydney	CEOSYD
History Teachers Association of NSW	HTANSW
NSW Distance Education Network	NSWDEN
NSW Teachers Federation	TF
Individual Respondent	Submission 1
Individual Respondent	Submission 2
Individual Respondent	Submission 3
Australian Association of Christian Schools	Submission 4
The Asia Education Teachers Association (Australia) Inc.	Submission 5
Individual Respondent	Submission 6
Individual Respondent	Submission 7
Individual Respondent	Submission 8