

# Geography

## Stage 6 Draft Syllabus Package

### Consultation Report

#### 1. Background

The preparation of the Geography Stage 6 Draft Syllabus Package took into account the instructions from the writing brief approved by the Board **15 December 1998**.

The Geography Stage 6 Draft Syllabus Package has been distributed widely for comment over the period **1 March to 26 March 1999**. Additionally, consultations on the Geography Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
  - NSW Department of Education & Training
  - OTEN
  - TAFE
  - Inner West Catholic Schools
  - Environmental Education Unit (DET)
  
- ⇒ tertiary representatives
  - Lew Hird, Australian Catholic University
  - David Chapman, Sydney University
  - Keith Sutter, Sydney University
  - Professor Robert Fagan, Macquarie University
  - Harwood Lockton, Lecturer Avondale College
  - Ian Willis, Illawarra Institute of Technology
  - Professor Andy Pittman, Macquarie University
  
- ⇒ Community education representatives
  - Steve Etheridge, Penrith Lakes Environmental Education Centre
  - Cathy Stewart, Royal Botanic Gardens
  - Karen Fifield, Taronga Zoo
  - Ros Strong, NSW Heritage Office
  
- ⇒ professional associations' representatives
  - NSW Geography Teachers Association
  - Metropolitan East Social Sciences Teachers Association
  - Metropolitan West Social Sciences Teachers Association
  - Sou'wester – the Social Sciences Teachers Association in South West Sydney
  - Metropolitan North Social Sciences Teachers Association
  
- ⇒ 2 Focus groups of a total 32 teachers held in East Sydney and South West Sydney locations
  
- ⇒ the Board Curriculum Committee for Geography.

Modifications following widespread consultations, will enable the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

**136** written responses to the consultation progress report in Geography were received. The sample profile is as follows:

**Individual responses = 105**

Teachers	90				
Rural	27				
Government	15	Catholic	9	Independent	3
Metropolitan	63				
Government	26	Catholic	13	Independent	24
Academics	4				
Others	11				

**institution/group responses = 31**

Organisation details:

Schools:	23				
Moderate (<500)	4	Medium (500 – 800)	10	Large (>800)	9
Government	6	Catholic	5	Independent	12
Tertiary/post-school:	4				
Universities	4	TAFE		Industry/training	
Special Interest:	4				
Parent Groups		School Sectors	2	Other	
Teacher/professional associations			2		

**TOTAL WRITTEN RESPONSES TO CONSULTATION 136**

## Key Issues

<p><b>Summary of Key Issues for Stage 6 Geography arising from the consultation process:</b></p>	<p><b>Summary of action taken as a result of these Key Issues:</b></p>
<ul style="list-style-type: none"> <li>• The geographical tools and skills must build on those stated in Stage 4/5 Geography. The current Stage 6 syllabus does not show this link</li>   <li>• Lack of content reflecting Development/Political Geography, Natural Resources and issues of sustainability, poverty and wealth, and spatial inequality of great concern and described as “critical in preparing students for a changing world”</li>   <li>• Globalisation Topic in the Preliminary course criticised, described as beyond the reach of most students and a poor foundation study in Yr 11.</li>   <li>• The changed nature of the examination in Section III, incorporating a synthesis of all 3 topics, was not supported.</li>   <li>• People and Economic Activity in the HSC course seen as outdated economic geography and repetitive of other Stage 6 syllabuses. Urban Geography topic too jargon filled and case studies unclear.</li>   <li>• The physical geography topics could be considered repetitive of Stage 4/5 Geography and other Stage 6 courses</li> </ul>	<ul style="list-style-type: none"> <li>• The Stage 6 tools and skills have been identified as part of the content and explicitly referred to in each of the topics as a clear development from Stage 4/5.</li>   <li>• Topics reviewed and the concepts of sustainability, spatial inequality, and resource issues made more explicit within the content of the HSC Course, and, by creating sub-topics within the Preliminary course reflecting Development/Political Geography</li>   <li>• Globalisation topic reworked under a new title to provide stronger links to HSC topics, and to address the need for more appropriate subject matter about crucial geographical issues</li>   <li>• The nature of the tasks and exam specifications have been revised to allow for three questions, one on each HSC topic, in Section III</li>   <li>• Both Human Geography topics in the HSC course reviewed with a greater emphasis placed on sustainability and resources use, and any overlap removed</li>   <li>• The topics on physical geography have been reviewed and restructured to avoid overlap and provide a challenging extension to studies in Stage 4/5 Geography.</li> </ul>

### 3. Analysis

#### 3.1 Quantitative Analysis

##### 3.1.1 Geography in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
18	39	74	2	0	1
13.4%	29.1%	55.2%	1.5%	0%	0.7%

##### 3.1.2 Pathways for Geography Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
19	25	70	11	9	0
14.2%	18.7%	52.2%	8.2%	6.7%	0%

##### 3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
20	45	57	7	4	1
7.5%	33.6%	42.5%	5.2%	3.0%	0.7%

##### 3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
21	35	68	3	7	0
15.7%	26.1%	50.7%	2.2%	5.2%	0%

##### 3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
28	17	42	20	15	12
20.9%	12.7%	31.3%	15.0%	11.2%	9.0%

##### 3.1.6 Outcomes

###### 3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
26	20	66	13	8	1
19.4%	15.0%	49.3%	9.7%	6.0%	0.7%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
31	23	60	11	8	1
23.1%	17.2%	44.8%	8.2%	6.0%	0.7%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
27	17	44	20	19	7
20.1%	12.7%	32.9%	15.0%	14.2%	5.2%

3.1.8 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
27	12	47	18	16	14
20.1%	9.0%	35.1%	13.4%	11.9%	10.4%

3.1.9 Geography Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
24	16	26	26	12	30
17.9%	11.9%	19.4%	19.4%	9.0%	22.4%

3.1.10 Post-School Opportunities

3.1.10a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
27	15	50	22	16	6
20.1%	11.1%	37.3%	16.4%	11.9%	4.4%

3.1.10b Links between courses and VET opportunities

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
22	20	48	25	12	7
16.4%	14.9%	35.8%	18.7%	9.0%	5.2%

3.1.11 Glossary

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>26</b>	<b>23</b>	<b>56</b>	<b>8</b>	<b>15</b>	<b>6</b>
<b>19.4%</b>	<b>17.2%</b>	<b>41.8%</b>	<b>6.0%</b>	<b>11.2%</b>	<b>4.5%</b>

3.1.12 Geography Stage 6 Sample HSC Assessment Items

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>27</b>	<b>11</b>	<b>49</b>	<b>15</b>	<b>16</b>	<b>16</b>
<b>20.1%</b>	<b>8.2%</b>	<b>36.6%</b>	<b>11.2%</b>	<b>11.9%</b>	<b>11.9%</b>

3.1.13. Geography Stage 6 Draft Performance Bands

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>30</b>	<b>24</b>	<b>53</b>	<b>18</b>	<b>8</b>	<b>1</b>
<b>22.4%</b>	<b>18.0%</b>	<b>40.0%</b>	<b>13.4%</b>	<b>6.0%</b>	<b>0.7%</b>

3.1.14 Overall Evaluation

<b>Nil Response</b>	<b>Excellent as is</b>	<b>Good, with fine-tuning</b>	<b>Acceptable with re-working</b>	<b>Unsure</b>	<b>Unsatisfactory in issues treatment</b>
<b>23</b>	<b>5</b>	<b>29</b>	<b>46</b>	<b>7</b>	<b>24</b>
<b>17.2%</b>	<b>3.7%</b>	<b>21.6%</b>	<b>34.3%</b>	<b>5.2%</b>	<b>20.0%</b>

3.2 Issues Raised and Writing Team Action

Syllabus Item	Issues	Sources	Action
Geography in Stage 6 Curriculum	<ul style="list-style-type: none"> <li>Well written and clearly presented the inclusion of a rationale was strongly supported, especially the emphasis on application of knowledge and skills. Some confusion over the use of the “spatial and ecological dimensions”. The holistic nature of geography and the skills it gives students to synthesise ideas needs to be strengthened.</li> <li>“Cultural diversity” and “intercultural understanding” outlined in this section not supported by the syllabus content. The use of the term “environment” needs to be clarified</li> </ul>	<p>Teachers Professional associations</p> <p>OTEN Teachers TAFE</p>	<ul style="list-style-type: none"> <li>The specific use of terms reviewed to guarantee clarity and avoid confusion.</li> <li>The rationale revised to more accurately reflect the content of the course.</li> </ul>
Pathways for Geography Stage 6 Students	<ul style="list-style-type: none"> <li>Side boxes appear tacked on and need further explanation. Suggestion that “other” be changed to “community” .</li> </ul>	<p>Teachers Professional associations TAFE</p>	<ul style="list-style-type: none"> <li>Diagram modified to address concerns and to be consistent with other HSIE syllabuses</li> </ul>
Aim	<ul style="list-style-type: none"> <li>Generally clear, however does not reflect an appreciation of the world around us nor address the social dimension of geography</li> </ul>	<p>Teachers Academics</p>	<ul style="list-style-type: none"> <li>Aim revised to clearly describe the spatial and ecological dimensions of both physical and human geography</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>Good focus for teachers and a simple guide to match with outcomes. Concerned that values and attitudes objectives were not supported in the outcomes grid, nor developed in the content.</li> </ul>	<p>Teachers Academics</p>	<ul style="list-style-type: none"> <li>Values and attitudes re-emphasised in the content and expanded in the objectives to match other HSIE syllabuses</li> </ul>

<p>Course Structure</p>	<ul style="list-style-type: none"> <li>• Text fails to show the relationship between courses, outcomes and content. There appeared to be no conceptual framework and the interrelationships between the HSC topics was not made clear</li> <li>• The importance of fieldwork, skills, and issues was not explicit.</li> <li>• Heritage education needs to be recognised where appropriate</li> </ul>	<p>Teachers Academics</p> <p>GTA + interest groups</p> <p>GTA /BCC</p>	<ul style="list-style-type: none"> <li>• Text removed and information presented in a table to show links between outcomes and content.</li> <li>• Fieldwork requirements are now clearly outlined.</li> <li>• heritage concepts have been added where relevant</li> </ul>
<p>Outcomes</p>	<ul style="list-style-type: none"> <li>• outcomes about fieldwork, civics and citizenship concepts and sustainability should be included</li> <li>• the difficulty of assessing some outcomes and the imbalance between topic and course outcomes was noted .</li> </ul>	<p>Teachers Professional associations</p> <p>Teachers/ CEC</p> <p>HSC Sample Writing Team</p>	<ul style="list-style-type: none"> <li>• outcomes have been re-written and reordered to reflect the objectives more clearly</li> <li>• outcomes have been carefully checked against the content revisions to create a balance</li> </ul>

<p>Content</p>	<ul style="list-style-type: none"> <li>• Lack of content about Development/Political Geography, Natural Resources and sustainability was especially disappointing and seen as critical in preparing students for a changing world; little challenge was provided for students to think critically about these major geographical issues.</li> <li>• <i>The geographer’s contribution</i> while useful “providing a sense of purpose” and an “outstanding positive contribution” was described as messy and repetitive, its inclusion adding too much additional content which could burden some schools.</li> <li>• The “<i>learn to</i>” section was described as too repetitive and not topic specific. The <i>layout</i> also needs to be easier for students/parents to read.</li> </ul>	<p>Teachers Professional associations CEC/ OTEN/ DET</p> <p>Teachers Professional associations</p> <p>Teachers Professional associations OTEN</p>	<ul style="list-style-type: none"> <li>• the concepts of development, sustainability and resource issues has been reinforced throughout the content and in the Preliminary Course a choice of sub-topics allows for more treatment of Development and Political Geography</li> <li>• <i>The geographer’s contribution</i> has been retained but more appropriately placed within the framework where knowledge and skills are applied to real world situations</li> <li>• The layout has been changed to ensure easier reading. The essential tools and skills have been incorporated into the “<i>learn to</i>” section of the content.</li> </ul>
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Topics	<ul style="list-style-type: none"> <li>• <b>Biophysical Interactions</b> perceived overlap with Stage 4/5 Geography and HSC topic.</li> </ul>	Teachers Academics	<ul style="list-style-type: none"> <li>• The topic reviewed and the potential overlap removed by focusing on an issue in one of the biophysical components of the physical environment.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Globalisation</b> too disparate and much too difficult for students to handle in Yr 11; unacceptable in its current form, the topic needs a total refocus to support the urban theme in Yr 12 and should include an investigation of issues related to development, sustainability, wealth and poverty.</li> </ul>	Teachers Academics	<ul style="list-style-type: none"> <li>• topic reworked under a new title and to incorporate subject matter about sustainability, resource use and the world's people with internal choice to avoid possible overlap with Stage 4/5 Elective Geography.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>SGP</b> needs clearer guidelines about the nature and depth of the topic with some mention of ethical practices about copying from the Internet</li> </ul>	Teachers CEC	<ul style="list-style-type: none"> <li>• The nature of the SGP has been made more explicit describing the depth and scope of study.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Ecosystems at risk:</b> concern that there was no global overview of what is happening to the earth's ecosystems, case studies still need clarification and there was a possible overlap with the studies in <i>Biophysical Interactions and other Stage 6 courses</i>,</li> </ul>	Teachers CEC Professional association	<ul style="list-style-type: none"> <li>• Topic reviewed, an overview section added and case studies checked for validity. The link between ecosystem functioning and the Preliminary course strengthened</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Urban Geography:</b> fundamental issues of urban geography: urbanisation, sustainable communities , spatial inequality and fragmented cities not covered. Case studies need clarification and the content was too jargon filled.</li> </ul>	Academics Teachers CEC	<ul style="list-style-type: none"> <li>• content revised to clarify the nature of case studies and include the dimension of change in a more explicit manner.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>People &amp; Economic Activity:</b> outdated and inappropriate as the final choice of study in Yr 12, the emphasis on economics and business studies repetitive and potential overlap with other Stage 6 syllabuses.</li> </ul>	Teachers	<ul style="list-style-type: none"> <li>• content revised to include a more contemporary focus; the term <i>business study</i> removed and potential overlap with other Stage 6 syllabuses addressed.</li> </ul>

Assessment components, weightings and tasks	<ul style="list-style-type: none"> <li>• structure unclear, confusing and needing more explanation</li> <li>• weighting for <i>fieldwork</i> in HSC needs to be included, and 30% for research considered too great unless it included the SGP</li> </ul>	Teachers Academics TAFE	<ul style="list-style-type: none"> <li>• Text streamlined and more direction provided about the nature and scope of tasks</li> <li>• specific weighting for fieldwork and SGP provided within the assessment grid.</li> </ul>
Geography Stage 6 HSC Examination Specification	<ul style="list-style-type: none"> <li>• The nature of the response in <i>Section III</i> was highly criticised. Its general nature giving students no chance to demonstrate excellence and there needed to be questions on each core topic.</li> <li>• Other teachers requested more detail about Section III because the information needed further clarification. The one strength of the model was that it would help students understand interrelationships.</li> </ul>	Teachers Academics TAFE  Teachers	<ul style="list-style-type: none"> <li>• The nature of the tasks has been reviewed, especially Section III, and true false questions removed.</li> <li>• The final section has been altered to include 3 questions with lesser weighting, one on each of the three HSC topics</li> </ul>
Post-School Opportunities	<ul style="list-style-type: none"> <li>• While this section was seen as increasingly important for teachers, further clarification was requested. The language was often described as “gobbledegook”.</li> </ul>	Teachers	<ul style="list-style-type: none"> <li>• The text on Post School opportunities has been replaced.</li> </ul>
Glossary	<ul style="list-style-type: none"> <li>• The glossary was welcomed and described as “valuable and much appreciated”. Some further inclusions were required including all new terms . Some definitions were questioned eg. TNCs, NGOs environment.</li> <li>• Concern was raised over the positioning of “tools” within the glossary; teachers requested that they stand alone within the content and form part of the framework of the syllabus</li> </ul>	Teachers  Teachers	<ul style="list-style-type: none"> <li>• Existing definitions have been checked for clarity and accuracy; new terms have been added</li> <li>• “Geographic tools” have been moved from the glossary and incorporated into the content .</li> </ul>

<p>Geography Stage 6 Sample HSC Assessment Items</p>	<ul style="list-style-type: none"> <li>• <i>Section II</i> sample non-test type questions were described as a great idea but true/false questions were not appropriate. Fieldwork needs to be included and the broadsheet maintained as an essential tool for analysis and interpretation skills.</li> <li>• <i>The Section III</i> essay was too vague. One essay only incorporating three topics is absurd and strongly opposed but a higher order synthesis question could be helpful in describing the highest band of student achievement.</li> </ul>	<p>Teachers TAFE DET</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>• A stimulus booklet has been developed to maintain essential skill development; true/false questions have been removed</li> <li>• Section III has been revised to include topic specific extended response questions. Synthesis skills will be assessed in sections I and II</li> </ul>
<p>Geography Stage 6 Draft Performance Bands</p>	<ul style="list-style-type: none"> <li>• Described as covering a range of performance and making clear distinction between the bands while helpful to teachers, concerns were raised, especially the subjective nature of some terms.</li> <li>• The move to standards referencing was seen as commendable but requests for staff development in this area were common. Teachers asked for more guidance/work samples to understand this concept as it was not clear how bands will be awarded.</li> </ul>	<p>Teachers TAFE OTEN</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>• Performance bands will be adjusted over a period of time to ensure that they reflect student achievement.</li> <li>• The information on assessment has been re-written to include a section on assessing performance in a standards framework and a support document will include additional information for teachers</li> </ul>

<p>Overall Evaluation</p>	<ul style="list-style-type: none"> <li>• Overall opinion was that the syllabus was sound and well balanced with interesting and challenging content.. However crucial issues about the content, assessment and examination tasks were raised.</li> <li>• the globalisation topic was described as inappropriate, failing to demonstrate the integrative aspect of geography or provide a foundation for HSC study.</li> <li>• The inclusion of <i>geographic tools</i> was welcomed and essential skills maintained “applaud the tools and skills” .....”great to see application especially GIS”, however their position within the document was questioned. With no 3 unit there is a perception that geog has lost rigour.</li> <li>• <b>Assessment</b> guidelines were seen as confusing and of little help to teachers. More information needs to be provided about internal assessment, fieldwork and SGP requirement. Request for support materials and concern over the future of geog with competition from Environmental Science and no 3unit course were strongly expressed.</li> </ul>	<p>Teachers Professional associations OTEN/DET</p> <p>Teachers GTA Academics</p> <p>Teachers Professional associations</p> <p>Teachers Professional associations GTA/OTEN</p>	<ul style="list-style-type: none"> <li>• Overall syllabus design and topic outlines have been reviewed</li> <li>• The content in the human geography component of the Preliminary course has been adjusted.</li> <li>• The application of skills has been strengthened within the topics and through their application in internal and external assessment</li> <li>• Assessment guidelines have been rewritten with more explicit statements about the nature of assessment tasks, the weightings for fieldwork and SGP components , and the exam specifications have been altered to reflect its new structure.</li> </ul>
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## 4. Responses

Written responses were received from the following individuals and groups:

### Individuals

Name	School/Group
Bruce Axam	Airds High School
Mark Lamont	Aquinas College, Menai
Murat Dizmar	Ashcroft High School
M Lindsay	Asquith Girls High School
Lew Hird	Australian Catholic University
Sue Baker	Author
Harwood Lockton	Avondale College
Avril Lockton	Avondale High School
Ros Mayberry	Ballina High School
Mary Shannon	Bankstown College of TAFE
Graham Carter	Bathurst High School
Sandy de Botton	BCC member
Les Rozsuyoi	Bethlehem College Ashfield
Kerrie Lindsay	Blakehurst High School
Peter Slater	Blakehurst High School
Les Carter	Brigidine College Randwick
Dean Mewbold	Cabramatta High School
Lauraine Hill	Carlingford High School
Vicki Finlayson	Catherine McAuley College Grafton
Michael Otter	Catherine McAuley High School Westmead
Head Teacher HSIE	Catholic Systemic
Kate Sherwood	Christ Catholic College Mt Druitt
Rae Carlson	Coffs Harbour Senior College
Robert May	Corowa High School
Patrick Bonk	Corpus Christie College Tuggerah
Roslyn Miles	Coverdale Christian College Riverstone
Elaine Swan	Cromer High School
John Simpson	Crookwell High School
Rodney Lane	Cumberland High School
Robyn Davis	Danebank, an Anglican School for Girls
Gary Bennett	Eden Monaro Technology High School
K Malone	Figtree High School
Sue Pratt	Galston High School

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Lorraine Chaffer	Gorokan High School
Teacher	Government High School
Teacher	Government High School
Ian Willis	Illawarra Institute of Technology
Amanda Harris	Killarney Hts High School
Gary Bone	Kinross Wolaroi School
A Wilson	Knox Grammar School
David Gee	Knox Grammar School Wahroonga
Wayne Inwood	Knox Grammar School Wahroonga
Brigitte Rieger	Loreto School Kirribilli
J M Conrick	Loreto School Kirribilli
Anthony Ang	Lurnea High School
Classroom teacher	Lurnea High School
Grant Kleeman	Macquarie University
Professor Robert Fagan	Macquarie University
Gregg Conroy	Marist College North Sydney
Clara Stein	Masada College, St Ives
Karen Moss	Masada College, St Ives
Debbie Rixon	Mater Maria College Warriewood
Debbie Robinson	McCarthy Catholic College Emu Plains
Ann O'Donovan	Mercy College Chatswood
Kim Kerr	MLC School Burwood
John Sim	Monaro High School Cooma North
David Harper	Monte Saint Angelo North Sydney
C Cahill	MSCW Woolwich
Graham Lindsay	Northholme Grammar School Arcadia
Martin Pliss	Northholme Grammar School Arcadia
Ian McGee	OTEN
Noelene Drayton	Pacific Hills Christian School Dural
Vicki Taranto	Peakhurst Girls' High School
H Northey	Peakhurst High School
Debra Owens	PLC Sydney
Ian Hardie	Port Hacking High School
Paul Alger	Randwick Boys High School
Ian Paterson	Randwick Boys' High School
C Turnbull	SCEGGS Redlands
Paul Mahon	Sefton High School
Helen Busby	South Grafton High School
Anne Walsh	St Clare's College Waverly
Karen King	St Clare's College Waverly

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Barbara Fogarty	St Clare's High School Taree
Peter Longobardi	St Francis de Sales College Leeton
Anthony Stone	St Francis Xavier College
Jane Rees	St Francis Xavier's College Hamilton
Liz Davis	St Mary's Star of the Sea Wollongong
Therri Ellison	St Patrick's Marist College Dundas
Mark Pawlak	St Pius X College Chatswood
Victoria Hughes	St Stanislaus College, Bathurst
Margaret Heraghty	Stella Maris College Manly
Mark Anderson	Strathfield South High School
Celia Finnie	Sydney Boys' High School
Steve Codey	Sydney Girls' High School
S Mackenzie	Sydney Grammar School
Bill Milne	TAFE
Sharon McLean	Tangara School for Girls
Donald Burton	Tri sectoral education campus
Richard Pawlak	Trinity Catholic College Lismore
Teacher	Trinity Catholic College Lismore
Bob Haworth	University of New England
Steve Deveridge	Wallsend High School
Lynn Wood	Warilla High School
Margaret Martin	Warner's Bay High School
C Shosi	Wenona School North Sydney
Judy Copeland	Wenona School North Sydney
John Pearson	Westfields Sport High School
Andrew Peters	William Cary Christian School Prestons
Peter Gilbert	Wollongong High School of the Performing Arts
Judy Daly	Wenona School North Sydney

**Groups**

<b>Group</b>
Ascham School Edgecliff
Barker College Hornsby Faculty
Barrenjoey High School Faculty
Brigidine College St Ives
Calrossy Girls School Faculty, Tamworth
Department of Education and Training
Division of Geography, School of Geosciences, Sydney University
Frensham Mittagong Faculty
Galston High School
Heathcote High School Faculty
Inner West Catholic School Teachers
International School Singapore
James Sheahan Catholic High School Faculty, Orange
Macquarie University – Teacher Education Program
Marist High School Parramatta Faculty
Newington College Stanmore Faculty
Patrician Brothers College Fairfield
Pymble Ladies College Faculty
Queenwood School for Girls Mosman – Faculty
Richmond High School Faculty
Shore School North Sydney Faculty
St Catherine's School Waverly Faculty
St Columba's High School Springwood Faculty
St George Girls' High School Faculty
Tara Anglican School for Girls Faculty
The Geography Teachers Association
The Scots School Albury Faculty
Windsor High School Faculty
Wollongong Social Sciences Teachers