



History

Directions for Syllabus Development

Consultation Report

October 2014

© 2015 Copyright Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies, Teaching and Educational Standards for and on behalf of the Crown in right of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies, Teaching and Educational Standards NSW, except as permitted by the *Copyright Act 1968*.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies, Teaching and Educational Standards NSW
- to acknowledge that the Material is provided by the Board of Studies, Teaching and Educational Standards NSW
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies, Teaching and Educational Standards NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies, Teaching and Educational Standards NSW has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: mila.buraga@bostes.nsw.edu.au

Published by
Board of Studies, Teaching and Educational Standards NSW
GPO Box 5300
Sydney NSW 2001
Australia

www.bostes.nsw.edu.au

20140755

Contents

1	Background information.....	5
2	Executive summary	6
3	Summary of respondents.....	8
4	Summary of key matters raised and proposed actions	9
5	Analysis	10
6	Quantitative analysis of survey responses.....	25
7	Respondents.....	26

1 Background information

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) began its syllabus development process for Stage 6 History following state and territory education ministers' endorsement of the senior secondary Australian curriculum for English, Mathematics, Science and History as the agreed and common base for development of state and territory senior secondary courses. The BOSTES has determined that there will be a need to modify, reorder and supplement the Australian curriculum content in order to maintain the breadth and current high standards of NSW curriculum.

In NSW, BOSTES develops syllabuses approved by the Minister for Education for use by all NSW schools. As part of the syllabus development process of BOSTES, broad directions are proposed to inform future development of syllabuses.

BOSTES conducted consultation from 11 August to 21 September 2014 to engage stakeholders and to seek their feedback on the proposed directions for the History syllabuses. The consultation program consisted of:

- a meeting of the Years 11–12 History Board Curriculum Committee on 6 September 2014
- afternoon teacher meetings at
 - Coffs Harbour on 3 September 2014
 - Parramatta on 10 September 2014
- a targeted teacher meeting to review the Life Skills syllabuses at the BOSTES on 8 September 2014
- an online survey on the BOSTES website for the period 11 August to 21 September 2014
- written submissions from
 - Association of Independent Schools of NSW
 - Catholic Education Office, Sydney
 - Catholic Education Office, Wollongong
 - History Teachers' Association of NSW
 - NSW Department of Education and Communities
 - NSW Jewish Board of Deputies
 - NSW Teachers Federation
 - Australian Catholic University, trainee teachers
 - Beverly Hills Girls High School, History teacher
 - SCEGGS Darlinghurst, History Department
 - St Joseph's Catholic High School, Albion Park
 - Mr Mark Christison, History teacher, Beverly Hills Girls High School
 - Ms Geraldine Gray, State Coordinator, Special Learning Needs, CEC NSW
 - Associate Professor Bree Jimenez, School of Education, University of North Carolina
 - Mr Paul Kiem, HTA
 - Dr Daryl Le Cornu, History Curriculum Lecturer, Australian Catholic University
- a meeting of the BOSTES Student Advisory Group on 28 August 2014. Due to the diverse range of subjects studied by members of this group, the meeting focused more broadly on the Higher School Certificate.

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

2 Executive summary

Introduction

The *History Directions for Syllabus Development Consultation Report* ('Consultation Report') provides a description of the consultation process and a summary and analysis of feedback received. The Consultation Report includes feedback affirming the proposed directions, key matters raised and proposed actions for syllabus development.

The Consultation Report presents data and findings gathered through 57 survey responses, 15 written submissions, a Board Curriculum Committee meeting and three teacher meetings.

The senior secondary review was welcomed by respondents as an opportunity to evaluate, review and refresh the current Stage 6 History syllabuses. There was general support for the proposed revisions of the content of the Ancient History and History Extension syllabuses, but less agreement over the proposed revisions of the assessment and examination specifications. While there was strong support for the inclusion of more contemporary topics across the Modern History course, respondents were divided over most of the other proposals for reviewing the course, in particular the choice of a Core Study. There was strong support for the proposed revisions of the History Life Skills course. A number of respondents also indicated that fundamental issues about history teaching and learning in the twenty-first century need to be addressed across the suite of History courses.

While it was generally supported that the suite of History courses and assessment and examination specifications meet the needs of learners, some concern was expressed regarding how to cater for the full range of students, including those wishing to follow a non-ATAR pathway.

Key matters

The issues to emerge from consultation included:

- the review of the Core Study and options to include more contemporary topics in Modern History
- the retention of the Ancient History Core Study with a reduction of content
- the review of assessment and examination specifications, particularly in relation to examination structures and duration
- the need to better cater for students undertaking a non-ATAR pathway
- the need to review the Stage 6 History Life Skills course to ensure it meets the needs of students, provides an appropriate progression from Stage 5 and aligns with the regular Stage 6 History courses where appropriate.

Proposed actions in response to consultation feedback

The following actions are proposed for key matters:

- the Core Study and options in Modern History will be reviewed in order to improve currency and relevance
- the scope of content in the Ancient History Core Study will be reviewed
- assessment and examination specifications will be reviewed in order to better cater for the full range of students
- the scope and breadth of course content will be reviewed to provide greater flexibility to meet the full range of learners
- the rationale, outcomes and content of the Stage 6 History Life Skills course will be reviewed to better meet the needs of the students for whom the course is intended, as well as provide an appropriate progression from Stage 5 Life Skills outcomes and content and alignment with the regular Stage 6 courses where appropriate.

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

3 Summary of respondents

Stakeholder and teacher consultation meetings

One Board Curriculum Committee (BCC) and three teacher meetings

BCC members	13
Teachers	64

Online survey respondents

57 online survey responses

Government sector	31
Catholic sector	8
Independent sector	18
Other	0

Response from:

Principal	2
School Executive	3
Coordinator/Head of Department	18
Teacher	33
Parent	0
Student	1

Individuals identifying as:

an Aboriginal person	3
a Torres Strait Islander person	0
an Aboriginal and Torres Strait Islander person	0

Number of people contributing to the response:

1	51
2	1
3	2
4	0
5	1
6 or more	2

4 Summary of key matters raised and proposed actions

Key matters raised for directions for syllabus development for History from the consultation process	Summary of actions
The review of the Core Study and options is required to include more contemporary topics in Modern History.	The Core Study and options in Modern History will be reviewed in the development of the Draft Writing Briefs in order to improve currency and relevance.
The Ancient History Core Study should be retained with a reduction in content.	The scope of content in the Ancient History Core Study will be reviewed in the development of the Draft Writing Brief.
The review of assessment and examination specifications, particularly in relation to examination structures and duration is required.	Assessment and examination specifications will be reviewed throughout the syllabus development process in order to better cater for the full range of students.
The suite of History courses needs to maintain academic rigour as well as better cater for students undertaking a non-ATAR pathway.	The scope and breadth of course content will be considered in the development of the Draft Writing Briefs to provide greater flexibility to meet the full range of learners.
The History Life Skills course should be revised and aligned more closely with the content and structure of the regular History courses.	The rationale, outcomes and content of the Stage 6 History Life Skills course will be reviewed to better meet the needs of the students for whom the course is intended, as well as provide an appropriate progression from Stage 5 Life Skills outcomes and content and alignment with the regular Stage 6 courses where appropriate.

5 Analysis

5.1 Stage 6 Ancient History course

5.1.1 Proposed directions for syllabus content

Summary

There was broad support for the proposed directions for review of the syllabus content of the Preliminary Ancient History course, which would provide teachers with flexibility in the choice of topics and approaches to address the learning needs and interests of students. The retention of the Historical Investigation was strongly supported as providing an opportunity for students of all abilities to develop and apply research and analysis skills. The inclusion of some themes from the Australian curriculum material was also strongly supported, particularly in order to enhance the current content, such as the historiographical element of the unit, Investigating the Past.

There was broad support for the proposed directions for review of the syllabus content of the HSC Ancient History course. The retention of the current Core Study: Cities of Vesuvius: Pompeii and Herculaneum was strongly supported due to the accessibility of resources, the currency of issues and widespread student interest. Respondents also supported a reduction in the amount of content of the Core Study. Alternative topics from the Australian curriculum were not supported as new Core Studies. The inclusion of an Asian Society, specifically Ancient China in the Qin and Han Dynasties from the Australian curriculum, was also well supported. There was support for the inclusion of new Personalities in addition to the current list and a number of respondents made suggestions. Respondents indicated that gender and equity of resourcing should be considerations for inclusion. There was little support for the inclusion of the Australian curriculum units as Historical Periods due to their length, historical time frames, density of content and perceived difficulty in building a sequential understanding of historical developments and contexts.

Feedback affirming proposed directions for syllabus content

Feedback	Source/s
<p>Preliminary Ancient History Support was provided for the inclusion of the Australian curriculum aspect of Representations of the Past in Part I of the Preliminary course.</p>	BCC, Parramatta (CM), AIS, Survey x 6
<p>The introduction of some examples of thematic studies e.g. slavery, art and architecture, weapons and warfare to provide opportunities for comparative studies and to provide more cultural elements rather than solely socio-political and economic features of societies was strongly supported.</p>	BCC, AIS, DEC, Coffs Harbour (CM), Parramatta (CM), SR 1, Survey x 8
<p>There was strong support for the retention of the Historical Investigation to develop skills and engage a range of student abilities and interests.</p>	BCC, CEO Sydney, DEC, TF, Coffs Harbour (CM), Parramatta (CM), Survey x 4
<p>HSC Ancient History There was support for a reduction in the content of the Core.</p>	BCC, DEC, TF, Coffs Harbour (CM), Parramatta (CM), Submission 3, Survey x 4
<p>The retention of the four civilisations (Egypt, the Near East, Greece and Rome) was supported with the requirement to study at least two civilisations.</p>	BCC, AIS, TF, Submission 4

Feedback	Source/s
The inclusion of the Australian curriculum society of ‘China in the Qin and Han Dynasties’ was supported.	BCC, CEO Sydney, DEC, TF, Parramatta (CM), Coffs Harbour (CM), Survey x 7
A review of the Personalities, including those in the Australian curriculum, was supported as additions to the current options.	CEO Sydney, TF, Survey x 3

Matters raised and proposed actions

The following matters raised are in relation to the HSC Ancient History course. There were no matters raised in relation to the Preliminary course.

Matters Raised	Source/s	Proposed Action
<p>Core Study There was support to retain existing Core Study: Cities of Vesuvius: Pompeii and Herculaneum due to the accessibility of resources, the currency of issues and widespread student interest.</p> <p>Minor revision of the Core topic is required to place more emphasis on the social history.</p>	<p>BCC, CEO Sydney, DEC, TF, Coffs Harbour (CM), Parramatta (CM), Submission 2, Survey x 11</p> <p>AIS</p>	<p>The retention and scope of content of the current Core topic will be reviewed in the development of the Draft Writing Brief.</p>
<p>Ancient Societies The number of options should not be reduced as they cater for a broad range of student interests and abilities and teacher expertise.</p>	<p>BCC, CEO Sydney, JBD, TF, Survey x 2</p>	<p>The scope and number of options will be reviewed in the development of the Draft Writing Brief.</p>
<p>Personalities Personalities should ‘fit’ a Historical Period.</p>	<p>TF, Survey x 2</p>	<p>A review of Personalities will be undertaken in the development of the Draft Writing Brief.</p>
<p>Historical Periods There is benefit for students in retaining or expanding the number of options.</p>	<p>JBD, TF, Parramatta (CM), Survey x 3</p>	<p>The scope and number of options will be reviewed and included for consultation in the Draft Writing Brief.</p>
<p>The suitability of Australian curriculum units needs to be reviewed for their inclusion in the Preliminary and HSC courses.</p>	<p>CEO Sydney, Coffs Harbour (CM), Survey x 2</p>	<p>Relevant Australian curriculum units will be reviewed for inclusion in the development of the Draft Writing Brief.</p>

5.1.2 Proposed directions for assessment and examination specifications

Summary

Responses were divided on the proposals for review of assessment and examination specifications with the exception of the inclusion of only one extended response question for each of the Historical Periods, to which there was strong opposition. Respondents indicated that alternative questions were needed due to the depth and complexity of the Historical Periods. Approximately 53% of survey responses supported the current examination specifications with varying views about the length of the examination. There was general support to review the way the Core Study is examined and the weighting of the Core. A small number of respondents suggested that the number of multiple choice questions should be retained, and other respondents indicated that the multiple choice questions should be removed. There was limited support for the proposal to review the mode of questions in the ‘Societies’ section of the examination, with respondents indicating that the current mode of questions is more accessible to a wider range of students. There were opposing views in relation to reducing the number of marks for the ‘Personalities’ question in the HSC examination, with several respondents challenging the assumption that less time was spent on teaching this part of the syllabus.

Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
The current format of the examination was generally supported.	CEO Sydney, TF, Submission 2, Survey x 6
There was some support for the Part B Core question drawing from a wider selection of content than Section 3.	DEC, Survey x 3
The current mode of questions for the Ancient Societies section of the examination was supported as providing opportunities for a range of students to demonstrate their knowledge.	Parramatta (CM), TF, Survey x 3

Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p>Core Study The weighting of the Core should be increased. The multiple choice questions should be replaced with extended response.</p> <p>The weighting of the Core should not be increased.</p>	<p>Coffs Harbour (CM), Parramatta (CM), CEO Wollongong, Submission 4, Survey x 3</p> <p>TF, Submission 2</p>
<p>Social History Limiting the emphasis on Social History in the examination may discourage the in-depth teaching of this content.</p> <p>The content and focus on Social History should not be increased as it would tend to be descriptive, not analytical. Section 3 should be retained as students can demonstrate their understanding of key issues and areas of recent scholarship.</p>	<p>AIS</p> <p>Survey x 1</p>

Matters Raised	Source/s
<p>Ancient Societies The current mode of questions should be maintained as they provide opportunities for a range of students to demonstrate their knowledge.</p>	Parramatta (CM), TF, Survey x 3
<p>Personalities The current mark value and mode of question of the Personalities section was supported as an opportunity for students to demonstrate their learning.</p>	Parramatta (CM), BCC, AIS, CEO Sydney, TF, Submission 2, Survey x 6
<p>The marks for Personalities should be reduced as it is generally embedded in a Society or Historical Period topic.</p>	Survey x 3
<p>Historical Periods The two alternative questions for this section of the syllabus should be retained.</p>	Parramatta (CM), BCC, AIS, TF, Submission 2, Survey x 5
<p>Examination Length It was suggested that the length of the examination be reduced or that there be two papers, each one and a half hours.</p>	Parramatta (CM), CEO Sydney
<p>Rigour Review the mark allocation to reflect the complexity of skills and knowledge targeted by higher order questions.</p>	AIS

5.2 Stage 6 Modern History course

5.2.1 Proposed directions for syllabus content

5.2.1.1 Preliminary Modern History

The proposed directions for review of the syllabus content of the Preliminary Modern History course were broadly welcomed as an opportunity to refresh and update the course. Respondents identified a need for more creative, engaging and contemporary Case Studies, including African and South American topics as well as broader themes. A number of respondents supported the proposal to include an introduction to the work of the historian and the nature of historical sources, provided it was tailored to reflect the work and challenges faced by the modern historian, rather than echoing what is done in the Ancient History course. There was some support for reviewing appropriate topics from Unit 1 of the Australian curriculum for inclusion within Case Studies. The retention of Historical Investigation was strongly supported as providing an opportunity for all students to develop and apply research and analysis skills. There was conflicting feedback in relation to the Core Study in the Preliminary course, with some respondents suggesting that a topic should not be prescribed, as this will impact the choice of study for the HSC Core Study.

Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
Generally, the proposed revisions are welcome and timely as the existing options are in need of revision. The alignment of the syllabus to the Australian curriculum will be useful.	Coffs Harbour (CM), Parramatta (CM), BCC, CEO Sydney, Survey x 30
Introducing a topic about the work of an historian and the nature of sources was supported. It was noted that topics for Modern History should not duplicate Ancient History topics. This unit could be integrated with the Case Studies.	Coffs Harbour (CM), Parramatta (CM), BCC, AIS, CEO Sydney, TF, Survey x 12
There was strong support for the retention of the Historical Investigation.	Coffs Harbour (CM), Parramatta (CM), BCC, CEO Sydney, DEC, TF, Submission 2, Survey x 4

Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
Australian curriculum content Australian curriculum units are broad and content-heavy and will affect the time available. Aspects of Unit 1 could be incorporated.	CEO Sydney, Survey x 3	The scope of Australian curriculum content will be reviewed in the development of the Draft Writing Brief and the content modified, ordered and supplemented as required.
Review Case Studies The choice of Case Studies needs to be reviewed and refreshed to be more contemporary, to provide more choice, nineteenth-century examples, women's history and greater breadth in countries and themes, and to suit a range of student interests and abilities.	Coffs Harbour (CM), Parramatta (CM), AIS, HTA, Survey x 7	The choice of Case Studies will be reviewed in the development of the Draft Writing Brief.

Matters Raised	Source/s	Proposed Action
<p>A clearer conceptual and chronological link between nineteenth and twentieth-century topics needs to be established. The option for school-developed Case Studies should be considered.</p>	<p>Coffs Harbour (CM), CEO Sydney, Survey x 3</p>	<p>The choice of Case Studies will be reviewed and included for consultation in the Draft Writing Brief.</p>
<p>Historical Investigation More guidance is needed to teach Historical Investigation.</p> <p>Historical Investigation should focus more on the work of the historian.</p> <p>There is concern about students studying both Ancient and Modern History having to complete two historical investigations.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, DEC</p>	<p>Guidance in teaching Historical Investigation will be considered for inclusion in the development of support materials.</p> <p>The scope of content within Historical Investigation will be reviewed in the development of the Draft Writing Brief.</p>
<p>Core Study There was support for retention of the current Core Study as it provides a good background for WWI and the HSC course.</p> <p>A review of the Core topics was suggested with a view to including source-based Core topics, such as WWI, to complement study in the HSC.</p> <p>Greater consideration of the geopolitical significance of Asian nations is required. This could be achieved through the Core Study.</p>	<p>Submission 2, Submission 4, Survey x 3</p> <p>Coffs Harbour (CM), BCC, AIS, CEO Sydney, DEC, TF, Survey x 2</p> <p>AIS, Submission 7</p>	<p>The Core Study will be reviewed in the development of the Draft Writing Brief.</p>

5.2.1.2 HSC Modern History

There was support for including more contemporary topics across the HSC Modern History course, particularly in International Studies in Peace and Conflict. The Core Study attracted a range of responses both in support for retaining the current study of World War I and for a new topic, although clear suggestions for this were not provided. There was widespread support for a review of the National Studies, in particular the need to include more contemporary topics. While the proposal to move the Personalities section to the Preliminary course was generally not supported, some respondents agreed that this would be appropriate. The inclusion of new Personalities was supported but there was division over the proposal to remove less popular options. The inclusion of topics from the Australia curriculum did not receive widespread support.

Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
There was strong support for a review of the choice of topic for the Core Study to be changed to a more contemporary topic. The course needs to widen its scope beyond the wars in Europe and include current issues and develop understanding of current events in the world.	Coffs Harbour (CM), Parramatta (CM), BCC, HTA, Submission 2, Submission 3, Submission 7, Survey x 9
The Personalities section meets the needs of a range of learners and should remain in the HSC course. It is recommended that a review of the current list of Personalities be undertaken.	Parramatta (CM), CEO Sydney, DEC, Submission 2, Submission 4, Survey x 6
A review of the current National Studies and International Studies is supported to update and refresh topics and provide less Euro-centric but more contemporary topics.	Coffs Harbour (CM), Parramatta (CM), BCC, CEO Sydney, DEC, Submission 2, Submission 7, Submission 8, Survey x 14

Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p>Core Study A review of the Core Study is recommended content with support to retain WWI.</p> <p>Other suggested topics included the Cold War, World War II, twentieth-century Germany, conflicts in Indochina and the Pacific, as well as themes/issues such as Germany as a Dictatorship, USA and global conflict.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, AIS, Submission 3, Submission 4, Submission 7, Survey x 7</p> <p>Coffs Harbour (CM), Parramatta (CM), BCC, AIS, JBD, Submission 3, Submission 4, Submission 7, Survey x 2</p>	<p>The choice of topic for the HSC Core Study will be reviewed in the development of the Draft Writing Brief.</p>
<p>National Studies The current options and time frames should be retained; however, the amount of content should be reduced to allow for more depth. The choice of topics should be expanded (eg one from Asia and one other) and some topics from the Australian curriculum should be included. Other possible topics for inclusion are the United Nations and the UK.</p>	<p>Coffs Harbour (CM), Parramatta (CM), JBD, TF, Submission 2, Submission 3, Submission 7, Submission 8, Survey x 4</p>	<p>The choice, depth and breadth of the HSC National Studies will be reviewed in the development of the Draft Writing Brief.</p>

Matters Raised	Source/s	Proposed Action
<p>Personalities There should be a review of relevance and number of personalities, including integrating personalities within a thematic study or other topics.</p>	<p>Coffs Harbour (CM), Parramatta (CM), TF, Submission 2, Survey x 5</p>	<p>The choice, number and breadth of the HSC Personality studies will be reviewed in the development of the Draft Writing Brief.</p>
<p>International Studies The topics should be reviewed, including the scope of the Middle East, the retention of Indochina, the relevance of Australian curriculum topics, further post-1945 topics and the appropriateness of a thematic study. The scope of content also needs to be reviewed to provide for depth of learning.</p>	<p>Coffs Harbour (CM), Parramatta (CM), Submission 4, Submission 7, Survey x 4</p>	<p>The choice, depth and breadth of the HSC International Studies will be reviewed in the development of the Draft Writing Brief.</p>
<p>Focus of history The scope of Asian History included in the course should be broadened. The heavy emphasis on Military History should be reviewed, with opportunities provided to explore other forms of History such as Transnational, Cultural and Social Histories.</p>	<p>AIS, Submission 7 AIS</p>	<p>The scope and breadth of content in the HSC Modern History course will be reviewed in the development of the Draft Writing Brief.</p>

5.2.2 Proposed directions for assessment and examination specifications

Summary

Respondents were divided over proposals for the review of assessment and examination specifications for the HSC Modern History course with just over 50% of survey responses supporting the current examination specifications. There was support for both reviewing the length and structure of the examination and some support for retaining the existing three-hour paper with four questions of equal value. Some respondents preferred to retain the perceived rigour of extended response questions, while others supported the introduction of different modes of questions. There was a similar division among respondents on how the Core Study should be examined and weighted. There was support for retaining the current structure of the National Studies section, with two alternative extended response questions for each option. There was no clear direction among respondents for the proposal to reduce the mark value of the Personalities section on the grounds that less time was spent on teaching it. There was general agreement about retaining the current structure of the International Studies in Peace and Conflict section of the examination. Some respondents also noted that the structure of the Modern History examination did not need to mirror that of Ancient History.

Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
There is a need for a review of exam structure and time frames.	Coffs Harbour (CM), Parramatta (CM), DEC, Survey x 4
Consideration of new forms of assessment is needed.	BCC, HTA, Survey x 1

Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
<p>Length and structure of examination There was some support for reviewing the structure of the examination and types of questions used to better cater for all learners, including focusing on methodology, eliminating objective responses, reducing the time of the examination, reviewing the use of extended responses and offering two examination papers.</p> <p>There was some support for retaining the current length, weightings and rigour of the HSC examination.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, DEC, Submission 4, Survey x 4</p> <p>CEO Sydney, TF, Survey x 5</p>
<p>Core Study There was support for revising ways of examining the Core, including changing the section of the Core to be examined each year. Part B of the Core should be retained.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, CEO Sydney, TF, Submission 1, Survey x 6</p>
<p>National Studies The current structure of two alternative extended response questions for each option should be retained.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, TF, Submission 2</p>
<p>Personalities The mark for this section should not be reduced.</p> <p>One question for all the options is problematic. There should be a separate question for each option.</p>	<p>Parramatta (CM), AIS, CEO Sydney, TF</p> <p>AIS</p>

Matters Raised	Source/s
International Studies in Peace and Conflict The current structure of two alternative extended response questions for each option should be retained.	Coffs Harbour (CM), Parramatta (CM), BCC, TF, Submission 2

5.3 Stage 6 HSC History Extension course

5.3.1 Proposed directions for syllabus content

Summary

There was strong support for a review of the History Extension course including retaining it as a 1-Unit course and reducing the content, or maintaining the workload and increasing the course value to two units, similar to English Extension 2, with the Project as a 1-Unit course on its own. There was strong support for the review of Case Studies for relevance, comparability, depth of study, the presence of historiographical issues and the materials available. There was support for retaining a range of Ancient, Medieval and Modern studies and a need to strengthen the Australian options. There was general agreement that the content of the course should be reviewed in response to revision of the Ancient and Modern History courses in order to avoid overlap. However, several respondents indicated that some degree of overlap is inevitable. There was general agreement about the need for review, with respondents noting that the academic rigour and course structure should be maintained.

Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
There was strong support for a reduction in the amount of content in the course or to increase the unit value of the course. A more explicit syllabus structure would greatly assist teachers.	Coffs Harbour (CM), Parramatta (CM), AIS, CEO Sydney, DEC, TF, Submission 2, Submission 4, Survey x 10
There was strong support for a revision of the Case Studies to consider comparability in-depth and complexity of study, historiographical issues and resources available.	Parramatta (CM), AIS, DEC, TF, Submission 2, Survey x 10

Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p>Course content</p> <p>The Project should be changed to become a separate 1-Unit course, with Historiography and Case Studies an additional 1-Unit course.</p> <p>The content in ‘What is History?’ and ‘Areas of Debate’ should be reduced.</p> <p>The Historiography content requires review to reflect a more contemporary approach, particularly in relation to the use of ICT.</p> <p>The Ancient, Medieval and Early Modern, and Modern Case Studies should be retained and Australian Case Studies should be strengthened. Themes for Case Studies should be considered.</p>	<p>Parramatta (CM), AIS, DEC, TF, Submission 4, Survey x 7</p>	<p>The choice of Case Studies will be reviewed in the development of the Draft Writing Brief.</p>

Matters Raised	Source/s	Proposed Action
<p>Review syllabus instructions More explicit instructions and guidelines should be included in the syllabus. Provide more support to help students and teachers with the project and the overall teaching of the course.</p>	<p>Parramatta (CM), CEO Sydney, DEC, Submission 2, Survey x 4</p>	<p>The inclusion of more explicit instructions and guidelines will be considered throughout the syllabus development process.</p>
<p>Review the Source Book of Readings The Source Book of Readings needs to be streamlined and updated to include contemporary debates on historiography.</p>	<p>Coffs Harbour (CM), Parramatta (CM), DEC, Submission 2</p>	<p>An update and revision of the Book of Readings will be considered throughout the syllabus development process.</p>

5.3.2 Proposed directions for assessment and examination specifications

Summary

Just over 60% of survey responses indicated that the current two-hour paper with equal weighting for Core and Case Study should be retained. There was support for external marking of the Research Project if it is to retain its heavy weighting. There was strong support to reduce the weighting of the Research Project.

Feedback affirming the proposed directions for assessment and examination specifications

Feedback	Source/s
There was strong support for a reduction in the overall workload and to reduce the weighting of the Research Project.	Coffs Harbour (CM), Parramatta (CM), CEO Sydney, DEC, TF, Submission 2, Survey x 8
There was also support to retain the two-hour paper with equal weighting of Core and Case Study.	TF, Submission 2, Survey x 3

Matters raised and proposed actions

The following matters raised in relation to assessment and examination specifications will be further considered throughout the syllabus development process.

Matters Raised	Source/s
Assessment of the Research Project Consideration should be given to external assessment of the Research Project.	Parramatta (CM), DEC, TF, Survey x 7

5.4 Stage 6 HSIE (History) Life Skills

5.4.1 Proposed directions for syllabus content

Summary

The proposed directions for review of the History Life Skills course were generally supported by respondents. The review and alignment of content and outcomes of the Life Skills course with the 2-Unit HSC History courses was supported. It was suggested that course requirements could be adjusted to allow students to undertake both Ancient and Modern History as two separate Life Skills courses. A number of respondents identified ways to support those teaching the Life Skills History course within an integrated setting.

Feedback affirming the proposed directions for syllabus content

Feedback	Source/s
There was support for reviewing the Rationales to reflect students' evolving needs and the purpose and value of each course in meeting these needs.	AIS, Submission 2, Submission 5
There was support for the revision of the nature of outcomes and content that could be met through any/all of the History courses (by providing alternative access points and alternative measures of achievement).	LSM, Submission 6

Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
Rationale Rationales for Life Skills courses should reflect students' evolving needs and the purpose and value of each course in meeting these needs.	AIS, Submission 5	The Rationales for Life Skills will be reviewed in the development of the Draft Writing Brief.
Course content Life Skills courses should be revised, and aligned more closely with the content and structure of regular courses. Thought should be given to including a Core Study in Life Skills courses.	Parramatta (CM), LSM, DEC, Survey x 1	The content and outcomes of Life Skills courses will be reviewed in the development of the Draft Writing Brief.
Course requirements should be reviewed to enable students to study both Ancient History and Modern History as two separate Life Skills courses.	LSM	The course requirements will be considered in the development of the Draft Writing Brief.
Provide alternative measure of achievement through the development of broad, flexible Life Skills outcomes that can provide access points to regular content.	AIS, Submission 5, Submission 6	Advice and support for teachers who teach History Life Skills in an integrated setting will be considered in the development of support materials.

5.5 Additional comments for History

Summary

A number of respondents indicated that fundamental issues about the teaching and learning of History in the twenty-first century should be addressed and resolved as part of the review of syllabuses and assessment and examination specifications.

Many respondents expressed the need for either a more diverse curriculum or more flexible assessment in Ancient and Modern History to meet the needs of all senior secondary students. While there was strong support for this, responses were divided about how such diversification might be achieved. Responses were also divided over whether such an arrangement should provide an ATAR or non-ATAR pathway for students. A small number of respondents suggested that existing elements of the Ancient History course, such as the Core and the Ancient Societies study were already accessible to the majority of students. These respondents expressed concern about a possible loss of rigour from the current course.

Some respondents commented on the large amount of content in both the Modern and Ancient History courses and the need to provide greater opportunity for in-depth study of topics.

Matters raised and proposed actions

Matters Raised	Source/s	Proposed Action
<p>Syllabus development There should be broader opportunities to provide feedback about the directions for syllabus development.</p>	<p>Parramatta (CM), Coffs Harbour (CM), BCC, AIS, HTA, TF, Submission 3, Survey x 3</p>	<p>BOSTES will provide further opportunities for feedback during the development of the Draft Writing Briefs and the draft syllabuses.</p>
<p>Pedagogy There is a need for further discussion and consultation about History pedagogy for twenty-first century learners to inform the syllabus review.</p>	<p>Coffs Harbour (CM), BCC, CEO Wollongong, DEC, HTA, Submission 3, Submission 7, Survey x 4</p>	<p>Opportunities for further consultation on directions for syllabus development will be provided during the development of the Draft Writing Briefs.</p>
<p>Access for the diversity of learners</p> <p>Stage 6 History courses should provide flexibility to cater for the full range of students.</p> <p>Clear and direct reference to the requirement for teachers to provide adjustments to learning experiences and assessment practices for students with special education needs should be made in all senior History courses.</p> <p>A provision for students not wishing to obtain an ATAR but still undertake the study of History in Stage 6 was also considered.</p>	<p>Coffs Harbour (CM), Parramatta (CM), BCC, AIS, CEO Wollongong, HTA, LSM, DEC, TF, Submission 2, Submission 3, Submission 5, Submission 6, Submission 7, Survey x 13</p>	<p>Course requirements will be considered in the development of the Draft Writing Briefs to provide greater flexibility for teachers to meet the full range of learners.</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		Non response	
		n	%	n	%	n	%	n	%	n	%
The proposed Stage 6 History courses provide flexibility to meet the needs of the diversity of learners.	57	9	15.8	31	54.4	10	17.5	3	5.3	4	7.0
The proposed revisions of the Preliminary Ancient History syllabus content are appropriate.	57	8	14.0	26	45.6	7	12.3	1	1.8	15	26.3
The proposed revisions of the HSC Ancient History syllabus content are appropriate.	57	7	12.3	26	45.6	9	15.8	2	3.5	13	22.8
The proposed revisions of the assessment and examination specifications for HSC Ancient History are appropriate.	57	8	14.0	22	38.6	8	14.0	6	10.5	13	22.8
The proposed revisions of the Preliminary Modern History syllabus content are appropriate.	57	7	12.3	22	38.6	9	15.8	5	8.8	14	24.6
The proposed revisions of the HSC Modern History syllabus content are appropriate.	57	6	10.5	23	40.4	11	19.3	4	7.0	13	22.8
The proposed revisions of the assessment and examination specifications for HSC Modern History are appropriate.	57	7	12.3	24	42.1	11	19.3	3	5.3	12	21.1
The proposed revisions of the History Extension syllabus content are appropriate.	57	12	21.1	27	47.4	3	5.3	2	3.5	13	22.8
The proposed revisions of the assessment and examination specifications for History Extension are appropriate.	57	16	28.1	20	35.1	5	8.8	2	3.5	14	24.6
The proposed revisions of the History Life Skills syllabus content are appropriate.	57	10	17.5	21	36.8	2	3.5	1	1.8	23	40.4

7 Respondents

7.1 Consultation meetings

Teacher meetings

(code: CM)

Venue	Date	Number of participants
Coffs Harbour	3 September 2014	9
Parramatta	10 September 2014	48

Board Curriculum Committee (BCC) meeting at BOSTES on 9 September 2014

(code: BCC)

Name	Organisation
Mr Denis Fitzgerald	Chair of the Committee
Mr Carlo Tuttocuore	Association of Independent Schools of NSW
Ms Lynn McKinnon	Council of Catholic School Parents, NSW & ACT
Dr Heather Martin	NSW Chapter of the Australian Association of Special Education
Mr Alexander Glasgow	NSW Department of Education & Communities
Ms Melissa Knudson	NSW Department of Education and Communities – TAFE NSW
Ms Carly-Jane Boreland	NSW Teachers Federation
Ms Margaret Vos	NSW Teachers Federation
Prof Tim Allender	NSW/Territories Committee of Chairs of Academic Boards/Senates
Prof Penny Russell	NSW/Territories Committee of Chairs of Academic Boards/Senates
Mr Paul Kiem	Professional Teachers' Council of NSW

Targeted teacher meeting: Life Skills

(code: LSM)

Venue	Date	Number of participants
BOSTES	8 September 2014	7

7.2 Written submissions

Organisations, groups and individuals	Code
Association of Independent Schools of NSW	AIS
Catholic Education Office, Sydney	CEO Sydney
Catholic Education Office, Wollongong	CEO Wollongong
History Teachers' Association of NSW	HTA
NSW Department of Education and Communities	DEC
NSW Jewish Board of Deputies	JBD
NSW Teachers Federation	TF
Australian Catholic University, trainee teachers	Submission 1
SCEGGS Darlinghurst, History Department	Submission 2
St Joseph's Catholic High School, Albion Park	Submission 3
Mr Mark Christison, History teacher, Beverly Hills Girls High School	Submission 4
Ms Geraldine Gray, State Coordinator, Special Learning Needs, CEC NSW	Submission 5
Associate Professor Bree Jimenez, School of Education, University of North Carolina	Submission 6
Mr Paul Kiem, HTA	Submission 7
Dr Daryl Le Cornu, History Curriculum Lecturer, Australian Catholic University	Submission 8