

## **Consultation Report**

# **Draft Senior Secondary Australian Curriculum: History**



November 2012

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## Executive summary

### Background

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for a national curriculum from Foundation to Year 12 in specified learning areas.

In December 2010, ACARA published the Foundation to Year 10 Australian Curriculum for English, History, Mathematics and Science. During 2010 draft curriculum content was also developed for 14 senior secondary subjects (four in each of English, Mathematics and Science, and two in History) and released for public consultation. From mid-2010 to December 2012, an iterative process of curriculum writing, consultation, feedback analysis, revision and refinement was conducted. The process included selected curriculum writers and advisers, and ongoing engagement with key stakeholder groups including state and territory education authorities, ACACA (Australasian Curriculum, Assessment and Certification Authorities) professional associations and academics.

Chapter 1 of this report provides more detail on the context for development of the senior secondary Australian Curriculum, and explains the development process over the two-year period.

The draft Senior Secondary Australian Curriculum: History was released as two subjects:

- Modern History
- Ancient History

### Methodology

The draft Senior Secondary Australian Curriculum was made available for nationwide consultation from 10 May to 20 July.

There were two main avenues for formal consultation feedback: an online questionnaire on the consultation portal of the Australian Curriculum website, and written submissions sent directly to ACARA.

Feedback was directly sought on rationales and aims, structural coherence, coverage and clarity of content, clarity and coherence of achievement standards, and representation of general capabilities and cross-curriculum priorities.

Chapter 2 of this report provides more detail concerning about the consultation methodology.

### Consultation demographics

Across all 14 senior secondary subjects (English, History, Mathematics, Science), 373 responses were received to the online questionnaire, including 73 for History. In addition to the questionnaire responses, 162 written submissions were received. Numerous written submissions addressed each of the four learning areas and the subjects therein.

Note that single responses often incorporated the views of many respondents.

The breakdown of online questionnaires for each subject is presented in Appendix 1.

All states and territories committed to providing formal feedback on the draft curriculum either through the online questionnaire or via detailed written submissions. Where this proved not possible by the consultation closing date, measures were taken to ensure that their views, concerns and issues were understood clearly and given due attention in considering actions to be taken in response to the formal consultation feedback.

Feedback was submitted by key stakeholders throughout Australia including:

- state and territory curriculum and school authorities
- peak bodies (such as teacher professional associations, government agencies and non-government organisations)
- schools
- individuals (teachers, academics, parents, members of the community).

Organisations that submitted written submissions are listed in Appendix 2.

## Key Findings

Strengths common across both history subjects were identified in the consultation feedback:

- The rationales were considered to be clear about the purpose, intent and scope of each subject.
- There is clarity in the unit descriptions and learning outcomes.
- There is specificity of the content descriptions and clarity about what is to be taught.
- The content of both subjects is much improved in terms of the writing compared to the previous drafts.
- The generic Historical skills framework works well and reinforces the links to the F-10 History curriculum.
- The Historical Skills are written in a consistent way across both subjects and the emphasis on historiography is appropriate.
- Flexibility is provided through topic electives within units.

Specific concerns identified as areas for improvement across both history subjects were also identified:

- Some inconsistencies exist in rationale and aims between the two subjects.
- The amount of content in each subject would make it difficult to teach in depth in the time available.
- The line of sight through rationale and aims, unit description, unit outcomes, content descriptions and achievement standards needs to be strengthened further.
- The placement of Historical Skills at the end of each unit needs to be reconsidered in order to reinforce the importance of historical inquiry.
- There is insufficient representation of women in the content.
- Cross-curriculum priorities, particularly sustainability, need strengthening.
- There is a need for consistent language and clearer differentiation between the Units 1 and 2 and Units 3 and 4 in the achievement standards.

These broad concerns became the focus for review and refinement, along with concerns identified as specific to each of the two history subjects.

Strengths and areas for improvement identified in the consultation feedback as specific to Ancient History and Modern History respectively are described in Chapters 4 and 5 of this report.

# 1. Background information

## 1.1 Context for senior secondary curriculum development

The draft curriculum was developed according to a set of design specifications that were approved by the ACARA Board following consultation with state and territory curriculum, assessment and certification authorities. These are published in ACARA's *Curriculum Design Paper (v3.0) (2012)* (see [www.acara.edu.au/curriculum/development\\_of\\_the\\_australian\\_curriculum.html](http://www.acara.edu.au/curriculum/development_of_the_australian_curriculum.html))

The design specifications build on:

- a) the *Senior Secondary Years Position Paper* that was subject to national consultation in 2009
- b) discussion of senior secondary curriculum in the *Shape of the Australian Curriculum (v3.0)*, which included reference to overall characteristics of the senior secondary Australian Curriculum.

The senior secondary Australian Curriculum specifies content and achievement standards for fourteen senior secondary subjects across English, History, Mathematics and Science. Content refers to the knowledge, understanding and skills to be taught and learned in each subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. In each subject, Units 3 and 4 are designed to be developmentally more challenging than Units 1 and 2. Each unit is designed to be taught in approximately half a school year (approximately 50 to 60 hours duration including assessment and examinations). This design enables flexibility in the delivery of the four senior secondary units so that they may be studied singly in half a year, as two units over one year, or as four units over two years.

Each subject is clearly organised with a rationale, aims and learning outcomes to which the content and achievement standards are written.

The rationale for each subject:

- describes the nature of the subject in general terms and outlines how learning in the subject relates to the contemporary world and current practice
- explains the place and purpose of the subject, how learning in the subject is valuable, and how it contributes to meeting the national goals of schooling
- is consistent with the Foundation to Year 10 learning area rationale.

The aims for each subject present high-level statements of the major purpose of the subject and the intended developments in student learning.

The learning outcomes for each subject broadly describe what a student is expected to have learned as a result of studying the specified content. They describe the major dimensions of content, namely the knowledge, understanding and skills required by the subject.

Together with the content and achievement standards, the learning outcomes for each subject provide sufficient detail for:

- a) teachers and students to know what is expected to be taught and learned
- b) state and territory authorities to set assessment and certification requirements.



## 1.2 Key stages in the development process

The key stages, development criteria and roles/responsibilities are outlined in ACARA's *Curriculum Development Process* (v6.0), which has been published on the authority's website. The process is summarised in the following timeline.

February – March 2011

- Review of final report from the 2010 consultation on senior years curriculum content along with key stakeholder (authorities, professional associations and universities) submissions to identify the major issues in relation to the curriculum content
- Preparation of conceptual models for senior secondary achievement standards and an options paper for consideration by an achievement standards reference group.

April 2011

- Consideration of senior secondary curriculum design and structural elements
- Discussion of a preferred option for development of senior secondary achievement standards
- Analysis of relevant state and territory documents regarding achievement standards, subject-specific 'grade' or equivalent level descriptors, and related policy expectations.

May 2011

- Drafting of senior secondary Australian Curriculum (particularly rationale, aims, units, content descriptions) by writers and advisory groups
- Advice from ACACA regarding plans to develop achievement standards and proposals for redrafting the curriculum and the draft senior secondary curriculum design paper.

June – July 2011

- Draft curriculum materials presented to national panels for feedback.

August – October 2011

- Analysis of national panel feedback
- Revision of the draft curriculum in response to feedback and in light of concurrent work to develop the achievement standards
- Circulation of the draft curriculum to state and territory authorities for reviewing prior to the next round of national panels.

November – December 2011

- Further round of national panel meetings to inform ongoing review of the curriculum.

August – December 2011

- Research into current standards in equivalent subjects in states and territories
- Development of possible model/s for achievement standards and subsequent drafting of achievement standards for each subject
- Advice from Achievement Standards Reference Group, ACARA's F-12 Curriculum Reference Group and ACACA

January – February 2012

- Continuing review of the curriculum with assistance of critical reviewers, content experts and advisory groups.

#### March – April 2012

- Preparation of the next draft of the curriculum for a further round of national panel review
- Bilateral meetings with each state and territory curriculum authority
- Subsequent revision in consultation with advisors and writers to prepare consultation draft for approval for national consultation.

#### May – July 2012

- Release of draft curriculum for national consultation on the Australian Curriculum consultation website from 10 May to 20 July
- Continuing engagement with expert groups, advisory groups and national panels
- Review of national and international information on achievement standards.

#### July – August 2012

- Comparisons of the draft curriculum with comparable curriculum offerings in selected international jurisdictions.

#### August – October 2012

- Finalisation of senior secondary consultation feedback reports
- Concurrent analysis of significant concerns and suggested areas for improvement drawn from the initial feedback analysis, with particular attention given to state/territory authority submissions
- Reviews by international experts and a desktop mapping analysis of similarities and differences between the Australian Curriculum and international curricula
- A further round of national panel meetings (6 to 11 September 2012) to assist advisory groups and writers to further revise and refine the curriculum
- Consultation data analysed and appropriate revisions made to the curriculum
- Senior secondary Australian Curriculum forwarded to the ACARA Board for approval.

#### November – December 2012

- Curriculum submitted to AEEYSOC (Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee) for consideration in November
- Endorsement at SCSEEC (Standing Council on School Education and Early Childhood) meeting of 7 December for publication.

## 2. Methodology

### 2.1 Consultation processes

The draft senior secondary curriculum was made available for nationwide consultation from 10 May to 20 July.

There were two main avenues for formal consultation feedback:

- an online survey on the consultation portal of the Australian Curriculum website where respondents completed a rating scale for each question and were able to write a comment
- written submissions sent directly to ACARA.

The online survey comprised a mixture of rating-scale questions (four-point Likert scale) and space for comments that focus on suggestions for improvement. Feedback was sought on the:

- rationale, aims and coherence of the unit structure for each subject
- coverage and clarity of curriculum content
- clarity and coherence of the achievement standards
- representation of general capabilities and cross-curriculum priorities.

All online survey questions are included in Appendix 1.

Written submissions were received from state/territory education authorities, professional associations and other stakeholders. These typically offered more detailed feedback than was possible via the online survey. Respondents were requested to complete a cover sheet that contained space to record basic demographic information to assist in collation and analysis of responses.

Opportunities to provide feedback either via the online survey or by written submission were promoted on the ACARA website and through education authorities, professional associations, and academics in the field of education. Reminders were regularly provided to subscribers through the online newsletter *ACARA Update*.

### 2.2 Feedback: gathering, analysis and reporting

**Quantitative data**, from the online surveys, are presented in charts and tables throughout this report and in the appendices. All quantitative data were collated and analysed in spread sheets, from which charts and tables were produced. The methodology for the collection and analysis of the data is outlined below.

For rating-scale questions, the frequency of responses for each rating (strongly agree, agree, disagree and strongly disagree) was assigned a numeric value (for example, strongly agree - 4, agree - 3). Values were totalled, and a percentage calculated for each category and displayed as a column graph.

Data analysis included breakdowns by state and territory for each question.

**Qualitative data** were outsourced to experts in research and data analysis. The data were gathered both from the comments in the online survey and from the written submissions, and were analysed using NVivo software. From responses to each question in the online

survey, comments were categorised as 'concerns', 'strengths' and 'suggestions', with specific topic nodes developed within these three categories. Comments were analysed for recurring themes and general trends.

An identical coding procedure was used for the written submissions.

ACARA senior project officers also read and reviewed all the consultation feedback (quantitative and qualitative). They supplemented the qualitative analysis with reference to emphases and trends evident in the data, from their own critical analysis of the feedback.

For reporting purposes, the analysed data were organised according to the broad organisers for the survey - Rationale and Aims, Organisation, Content and Achievement Standards. Findings are reported against those headings in terms of strengths, areas of contention and areas for improvement.

Analysis of specific elements of consultation feedback highlighted the usefulness of grouping issues raised in the feedback into several categories for response by ACARA, namely:

<b>Category</b>	<b>Response</b>
<b>1.</b> Broad and strong agreement and consistent with design brief and subject rationale	Addressed through revision of the documents
<b>2.</b> Identifies errors in content	Addressed through revision of the documents
<b>3.</b> Conflicting views about the issue and/or how to resolve it	Decision to be made by ACARA with advisors about how to address
<b>4.</b> Inconsistent with design brief and would require a change in design specifications	Noted, not addressed
<b>5.</b> Related to nature of integration and implementation	Best resolved by the state/territory during the process of integration

## 2.3 Quality assurance

Qualitative data were analysed externally by data analysis consultants to ensure greater objectivity. ACARA officers met with the researchers to discuss the results of the data and ways to make its presentation clear to the reader.

Findings from the data analysis were checked against submissions of major stakeholders such as curriculum, assessment and certification authorities, whose input typically represented the views of a number of respondents. This was to ensure no significant concerns were left unrecognised in the findings.

All consultation feedback, including written responses and online surveys, was archived to TRIM, ACARA's information management system. Data integrity checks were carried out to ensure that data were both accurate and relevant. All online data from the surveys were checked and duplicates were removed.

### 3. Consultation findings: across the History learning area

This section summarises the key strengths, some areas of contention or conflicting views, and areas for improvement that were identified in the consultation. There was also much commentary around implementation issues, which were not the prime focus of consultation.

#### 3.1 Consultation demographics History

##### 3.1.1 Online questionnaires

A total of 73 questionnaires were received across the two senior secondary history subjects of Ancient History and Modern History, representing 285 individual respondents.

Table 1: National representation of respondents by state – online questionnaires across the Learning Area

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	1	4
New South Wales	38	56
Northern Territory	nil	
Queensland	15	96
South Australia	6	15
Tasmania	3	3
Victoria	7	9
Western Australia	3	102
<b>TOTAL</b>	<b>73</b>	<b>285</b>

A breakdown of the quantitative data generated by the online questionnaire is available in Appendix 1.

### 3.1.2 Written submissions

A total of 51 written submissions were also received, again representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 2: National representation of written submissions across the Learning Area

State/Territory	No of written submissions received
National	3
Australian Capital Territory	4
New South Wales	18
Northern Territory	1
Queensland	3
South Australia	2
Tasmania	5
Victoria	9
Western Australia	6
<b>TOTAL</b>	<b>51</b>

The list of contributing groups and organisations can be found in Appendix 2.

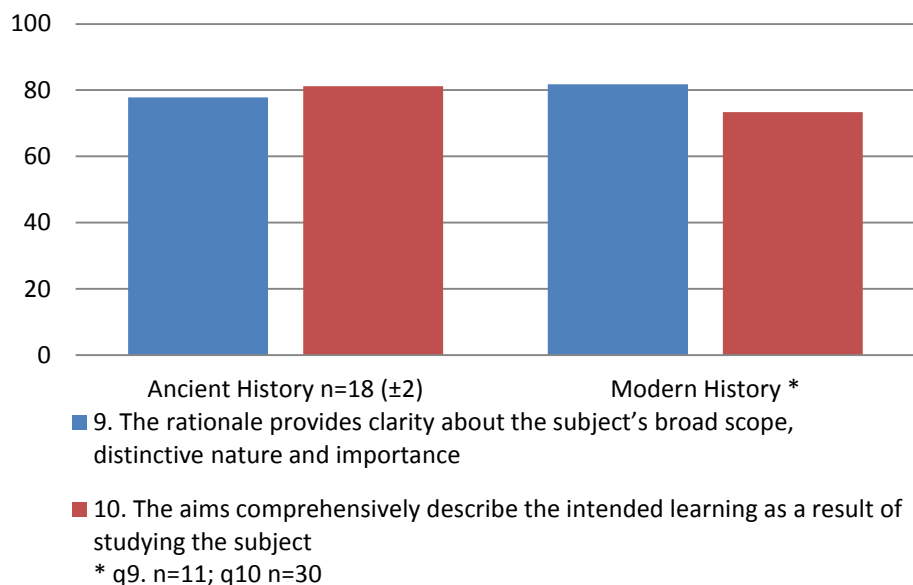
## 3.2 Strengths

### 3.2.1 Rationale and Aims

Across the two subjects, the rationales were considered to be clear about the purpose, intent and scope of each subject, and that the aims comprehensively describe the intended learning as a result of studying the subjects.

*Students will emerge from these units with a clearer sense of the nature of the discipline and specifically the challenges associated with interpreting evidence. The attention to the connections between the past and the present—both in terms of the survival of fragmentary evidence and the legacies of the ancient world in the present—is excellent. (International Reviewer)*

Fig 1: Responses to questions 9 and 10 - rationale and aims (% strongly agree and agree)



### 3.2.2 Structure

A number of respondents commented positively about the flexibility provided through topic electives within units. There was particular support for the historical skills framework and its links to the Foundation to Year 10 History curriculum.

*The generic Historical skills framework works well and shows the commonalities between the two subjects. The use of this framework also reinforces the links to the F-10 History curriculum and is core to history education. (QSA)*

### 3.2.3 Content

A number of respondents noted that the content of both subjects was much improved compared to the previous drafts. The consistency in how the historical skills are written across both subjects was well received, as was their attention to historiography.

*There has been a very significant improvement in the quality of the drafting, the writing is much tighter and most topics have an internal consistency and logic. (HTAA)*

*I think the framework of concepts, skills, understandings and knowledge is exemplary. (International reviewer)*

*I find it very exciting to see such systematic attention to historical thinking in a History curriculum, and that the thinking outcomes are thoughtfully integrated, as they should be, with specific historical topics. (International reviewer)*

A number of respondents also noted that several of the topic electives were attractive and relevant and the inclusion of the alternative study in Unit 1 in both subjects was considered appropriate.



*I am enormously impressed with the documents that you have sent me, the work that they represent, and their potential for a tremendously stimulating history program. (International reviewer)*

### **3.2.4 Achievement standards**

Although a number of issues were raised with regard to the Achievement Standards, respondents broadly supported the two dimensions of *knowledge and understanding*, and *skills*.

### **3.2.5 General capabilities and cross curriculum priorities**

There was general agreement that the general capabilities that naturally fit in with the subjects were appropriately represented, noting that a number of respondents recommended some ways in which the cross-curriculum priorities could be further strengthened.

## **3.3 Areas for improvement**

### **3.3.1 Rationale and aims**

A number of respondents pointed to some inconsistencies in the rationales and aims between Ancient History and Modern History. The most consistently referenced inconsistencies included 'informed citizens' (Modern History) and 'stimulates students' curiosity and imagination' (Ancient History), being in one subject and not the other.

### **3.3.2 Structure**

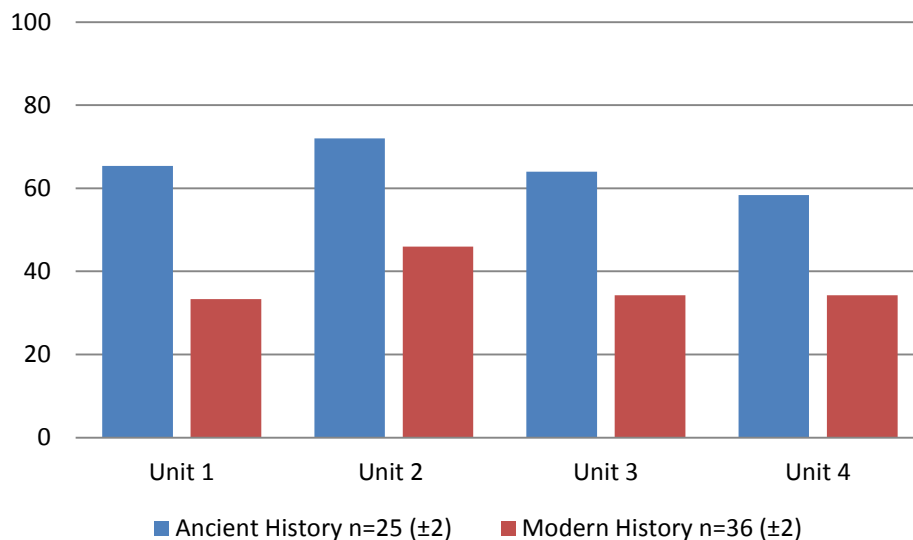
The majority of respondents commented that the line of sight should be reviewed and strengthened between the rationale/aims, unit descriptions, unit outcomes, content descriptions, and achievement standards.

The placement of the historical skills after knowledge and understanding within each unit was queried by a number of respondents and it was requested that the historical skills be made more visible within each unit.

### 3.3.3 Content

There was some concern expressed that the amount of content in both subjects, more so Modern History than Ancient History, will not allow sufficient time to enable inquiry approaches and the development of the historical skills.

Fig 2: Responses to questions - The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (% strongly agree and agree)



*The amount of content in 'historical knowledge and understanding' is far too great to allow for teaching in depth, teaching historical understandings and historical skills, that is, the opportunity to think and argue historically which constitutes the discipline of history. (VCAA)*

Some respondents felt that the subjects should require students to undertake an extended inquiry or research investigation.

### 3.3.4 General Capabilities and Cross Curriculum Priorities

The cross-curriculum priorities were generally seen to be a little under-represented, particularly in Ancient History. There was no general or overall agreement about matters of content selection in relation to the cross curriculum priorities.

### 3.3.5 Achievement Standards

Although the majority of respondents felt there was adequate coverage of the key conceptual understandings and skills in the standards, there was some concern that the achievement standards needed to be refined further for consistency of language and clearer differentiation between Units 1 and 2, and Units 3 and 4 and across the levels of achievement.

*Overall, the achievement standards are insufficiently distinctive. There should be more differentiation between the grade levels than just one or two words. There is too much similarity between the sub-points across the different levels for the achievement standards to appropriately differentiate evidence of learning. (SACE)*

A number of respondents commented specifically on the lack of 'quality words' to differentiate achievement at different levels.

## **3.4 Areas of contention**

### **3.4.1 Structure**

Views about the degree of coherence in the structure of each subject varied among respondents. Some expressed support for the overall structure, others pointed to a lack of narrative, and some questioned the sequence of the units.

The flexibility provided through topic electives within units was generally seen to be appropriate, however the extent of this flexibility was viewed variously, with some requesting additional topic flexibility and others expressing concern about there being too many topics to be examined.

### **3.4.2 Content**

There was considerable feedback from respondents about the topic electives developed for each subject. There was no general or overall agreement on matters of topic selection, the scope of content within particular topics, and sequencing. The most consistently referenced topics to be added to the senior history curriculum were imperialism and terrorism for Modern History, and Troy and the Celts for Ancient History.

There were different views from respondents about the number of topics that should be required for study within a unit, including one, two, 'at least one', or no required number.

These preferences about topics and the number to be studied were frequently linked to specifications at the state/territory level in relation to the offerings and number of topics studied in existing senior history courses.

### **3.4.3 Achievement Standards**

The difference in the cognitive demand of Units 3 and 4, compared to Units 1 and 2, was evident to some and unclear to others.

### **3.4.4 Content**

A number of respondents commented on the use of the terms 'including', 'with particular reference to', and 'such as' in both subjects. The use of these terms were viewed variously: 'including' added to the amount of content to be studied; 'such as' in Units 3 and 4 would be problematic for the setting of examinations; the frequency of the use of the terms is inconsistent across some topics.

A number of respondents appeared to interpret the content descriptions as equivalent in terms of teaching time and emphasis within the curriculum; it should be noted that this is not the case.

### **3.4.5 Implementation**

Many respondents expressed concerns regarding teacher support for implementing the new curriculum and provided feedback on the type of advice that states/territories should provide when integrating the Australian Curriculum into their local materials.

## 4. Consultation findings: Ancient History

### 4.1 Consultation demographics

This section provides a focus on each of the draft rationale, aims, organisation, content and achievement standards of the Ancient History Curriculum. Of the subjects offered within the senior secondary History curriculum, Ancient History was the most strongly supported. Feedback from respondents largely endorsed the content and skills included in the subject.

#### 4.1.1 Online questionnaires

A total of 30 questionnaires were received for Ancient History, representing 97 individual respondents.

Table 3: National representation of respondents by state – online questionnaires Ancient History

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	Nil	
New South Wales	18	28
Northern Territory	Nil	
Queensland	7	47
South Australia	2	2
Tasmania	2	2
Victoria	Nil	
Western Australia	1	18
<b>TOTAL</b>	<b>30</b>	<b>97</b>

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1.

#### 4.1.2 Written submissions

A total of 35 written submissions were received, representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 4: National representation of respondents by state – written submissions Ancient History

State/Territory	No of written submissions received
Australian Capital Territory	3
New South Wales	10
Northern Territory	1
Queensland	3
South Australia	1
Tasmania	3
Victoria	6
Western Australia	5
National	3
<b>TOTAL</b>	<b>35</b>

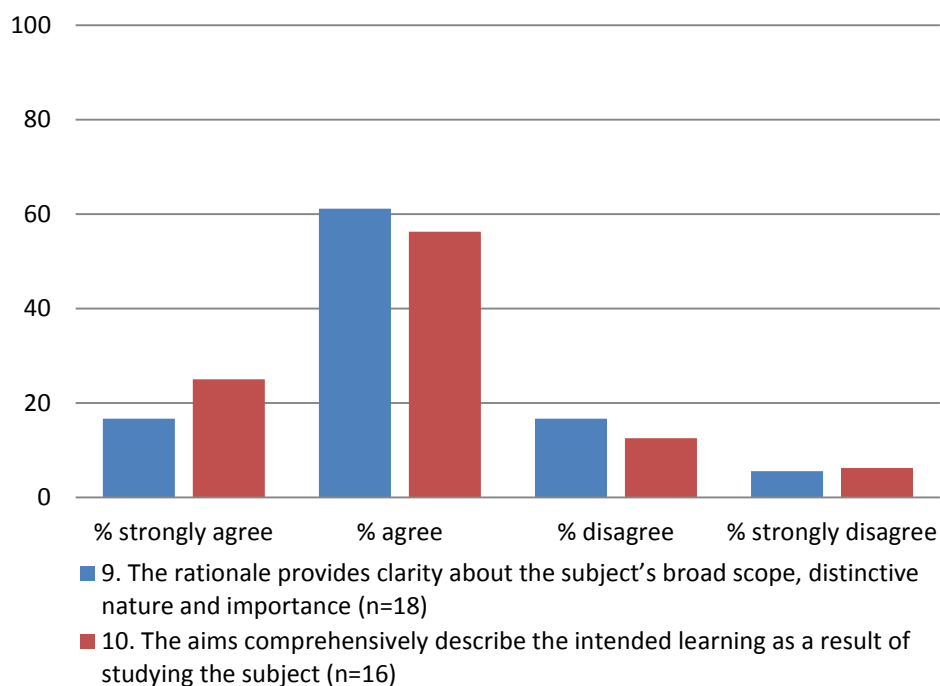
The list of contributing groups and organisations can be found in Appendix 2.

## 4.2 Strengths

### 4.2.1 Rationale and aims

There was a high degree of agreement with the statements that ‘the rationale provides clarity about the subject’s broad scope, distinctive nature and importance’ and ‘the aims comprehensively describe the intended learning as a result of studying the subject’.

Fig 3: Responses to questions 9 and 10 – Ancient History rationale and aims



The conceptualisation of ‘Ancient History’ in the rationale as a holistic study of the ancient past that is constructed from textual, visual and archaeological sources of evidence was seen to be in keeping with current academic research. This was related by some respondents to the removal of the overlap between Ancient History and Classical Studies, which was generally considered to be an improvement.

## 4.2.2 Content

The majority of respondents strongly agreed that the unit descriptions clearly described the focus and scope for the units and that the unit learning outcomes provided a clear description of the expected learning for Units 1 to 3. There was very strong agreement that the specificity of the content descriptions provided clarity about what is to be taught.

Fig 4: Responses to question - The unit description clearly describes the focus and scope for this unit – Ancient History (% strongly agree and agree)

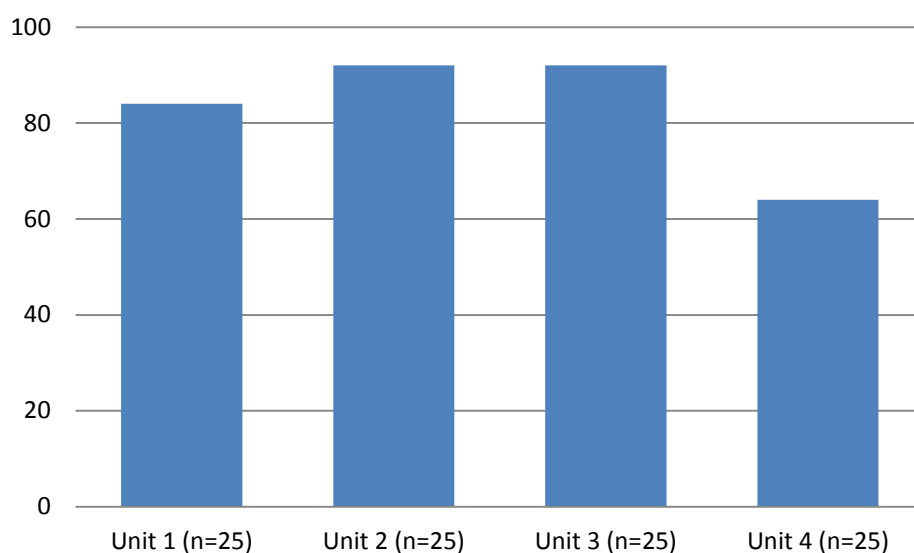


Fig 5: Responses to question - The unit outcomes describe clearly the expected learning for this unit – Ancient History (% strongly agree and agree)

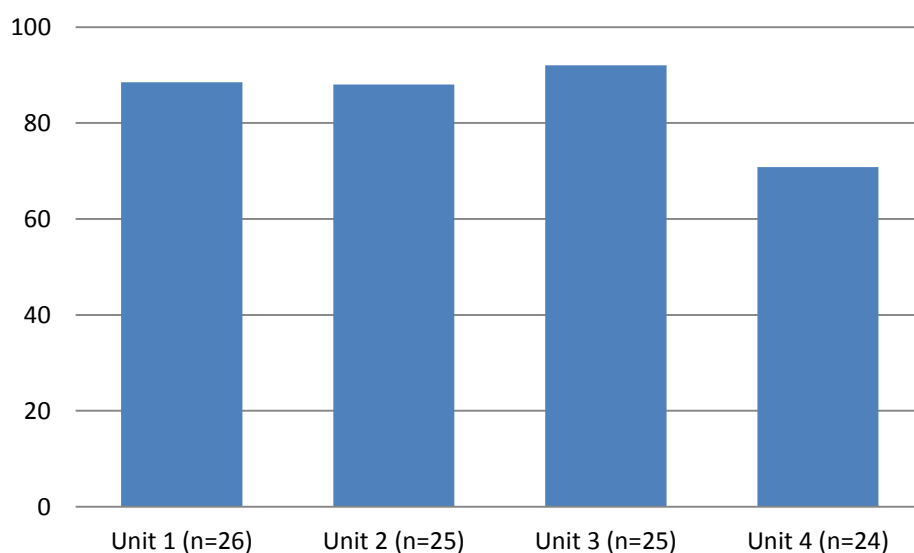
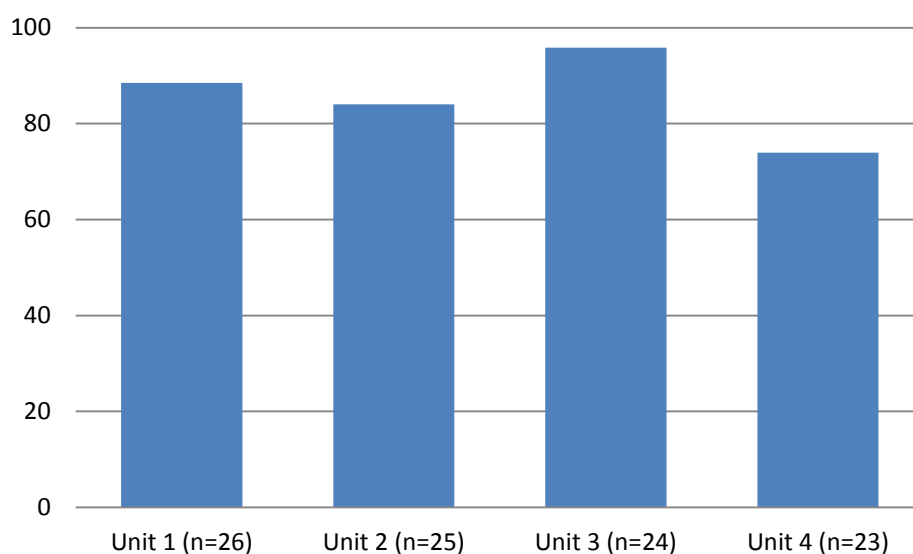


Fig 6: Responses to question - The content descriptions are specific about what is to be taught – Ancient History (% strongly agree and agree)



### 4.2.3 General capabilities and cross curriculum priorities

A number of stakeholders commented that the topics and examples relating to Asia in the curriculum were appropriate.

## 4.3 Areas for improvement

### 4.3.1 Content

A number of respondents commented that the coherence of Unit 1 needed to be strengthened as the 'Issues', while generally viewed as worthy of study, were seen to be seemingly unconnected to the other topics and oddly placed within the unit.

While there was general agreement that the content of Unit 2 was relevant and appropriate, a number of respondents questioned the appropriateness of some content for the 'features' to be studied in Unit 2, in relation to the societies and periods identified. This issue was tested with teachers and expert reviewers who similarly agreed that a few content descriptions would not be able to be taught appropriately, based on the primary source material and scholarship that is available.

A majority of respondents were not clear about the focus of Unit 4 and did not consider the framing of the unit based on 'sites' and 'developments' to be particularly clear and coherent. A number of respondents were concerned about the comparability of the topics within this unit and it was suggested that there could be a better integration of both archaeological and written sources within each topic.



*There is an abundance of material on Theban archaeology but the Amarna Letters is a thin, difficult text. The letters are not comparable to either Tacitus or Thucydides, both of which are more extensive, more complex texts and come with much larger bodies of literature. (Individual)*

While the content of the units was generally supported, the representation of gender in particular was considered limited and respondents felt there should be further opportunities to study women of the ancient world. A number of respondents also called for a broader geographic scope within the Ancient History curriculum that would allow for some study of other societies, not only those related to Europe, the Mediterranean world and the Near East, particularly in Unit 1.

The scope dates for a number of topics were questioned in terms of their historical appropriateness, particularly in Unit 2 for Israel, Persia and Assyria.

The degree of emphasis on archaeology was viewed variously, some noted that the balance between archaeological and written evidence had improved, some stated that it was still too heavy, while others stated that it was appropriate.

## 5. Consultation findings: Modern History

### 5.1 Consultation demographics

#### 5.1.1 Online questionnaire

A total of 43 questionnaires were received for Modern History, representing 188 individual respondents.

Table 5: National representation of respondents by state – online questionnaires Modern History

State/Territory	Number of online questionnaires	Respondent group size
Australian Capital Territory	1	4
New South Wales	20	28
Northern Territory	nil	
Queensland	8	49
South Australia	4	13
Tasmania	1	1
Victoria	7	9
Western Australia	2	84
<b>TOTAL</b>	<b>43</b>	<b>188</b>

A summary of the quantitative data generated by the online questionnaire is available in Appendix 1.

### 5.1.2 Written submissions

A total of 44 written submissions were received, representing a number of respondents. As many of the submissions did not reference the number of participants, the respondent group size is unclear.

Table 6: National representation of respondents by state – written submissions Modern History

State/Territory	No of written submissions received
Australian Capital Territory	3
New South Wales	16
Northern Territory	2
Queensland	2
South Australia	1
Tasmania	1
Victoria	9
Western Australia	6
National	4
<b>TOTAL</b>	<b>44</b>

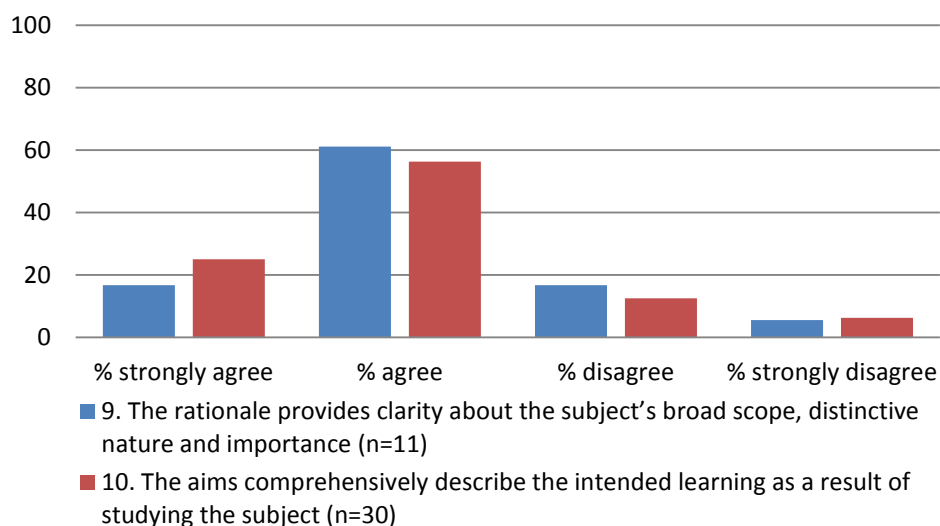
The list of contributing groups and organisations can be found in Appendix 2.

## 5.2 Strengths

### 5.2.1 Rationale and aims

There was a high degree of agreement with the statements that ‘the rationale provides clarity about the subject’s broad scope, distinctive nature and importance’ and ‘the aims comprehensively describe the intended learning as a result of studying the subject’.

Fig 7: Responses to questions 9 and 10 – Modern History rationale and aims



### 5.2.2 Structure

The key conceptual understandings of the Modern History were viewed as a strength and a number of respondents felt that the overall structure was appropriate (that is, the moving through the various stages of development of the modern world).

### 5.2.3 Content

The majority of respondents agreed that particularly for Units 1 to 3, the unit descriptions clearly described the focus and scope of the units, and the unit outcomes clearly described the expected learning for the units. There was very strong agreement that the specificity of the content descriptions provided clarity about what is to be taught.

Fig 8: Responses to question - The unit description clearly describes the focus and scope for this unit – Modern History (% strongly agree and agree)

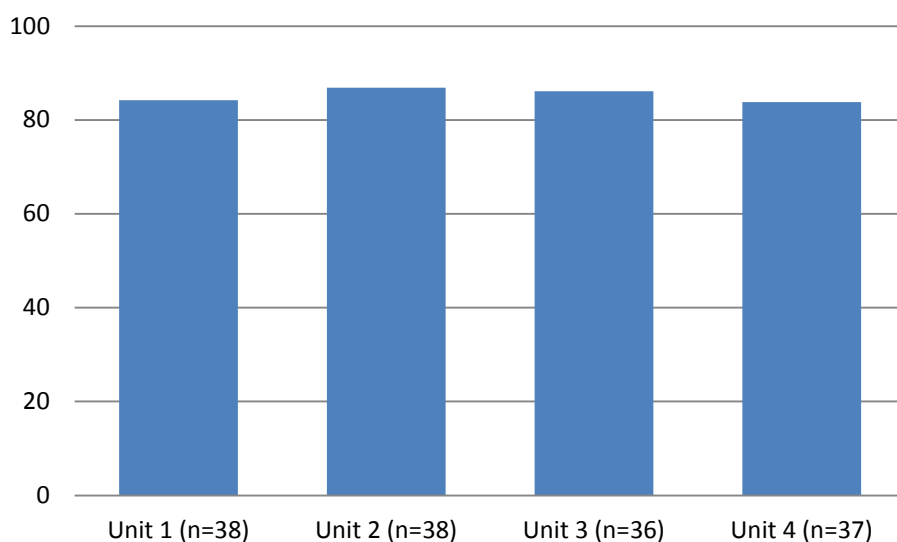


Fig 9: Responses to question - The unit outcomes describe clearly the expected learning for this unit – Modern History (% strongly agree and agree)

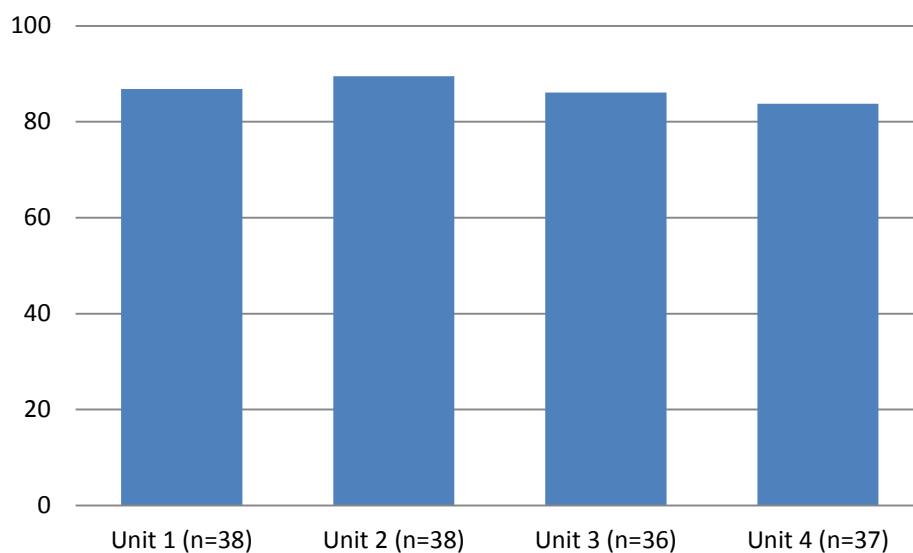
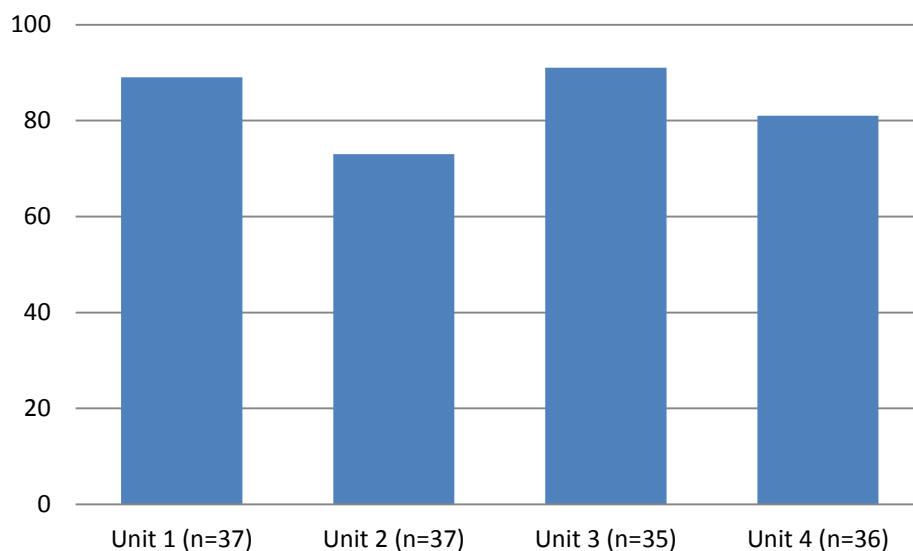


Fig 10: Responses to question - The content descriptions are specific about what is to be taught – Modern History (% strongly agree and agree)



### 5.2.4 General capabilities and cross curriculum priorities

The majority of respondents agreed that the general capabilities had been appropriately represented and respondents welcomed the Asia focus and felt that a viable Asia pathway of study had been created.

## 5.3 Areas for improvement

### 5.3.1 Content

The majority of respondents could see most of the key conceptual understandings represented in the content, with some respondents commenting that cause and effect, and empathy, were not clearly evident.

Some respondents felt that the subject could exclude a number of students because of the cognitive demand of the content, particularly in Unit 1.

While there were some positive comments from respondents about the topics offered within the units, the volume of content and comparability of topics were significant concerns, which were frequently related to the time spans for the topics and the amount of content within topics, particularly in Units 3 and 4.

*There are a number of electives in Unit 3 that are attractive and relevant to both students and teachers, however, there is simply too much to do here. The topics are not comparable. The USSR and Germany, for example, are massive while Indonesia is slight. (HTAA)*

Although a number of respondents felt that the emphasis on the 20<sup>th</sup> century in the Modern History curriculum was appropriate, some requested further opportunities to study 19<sup>th</sup> century history and to a lesser extent Australian history.

There were a number of respondents who felt that the emphasis on western societies was limiting in some topics and that addressing this would result in a more relevant and contemporary Modern History curriculum.

*In the topics on Women's Rights and Workers' Rights it would be more inclusive and relevant for students to refer to 'Australia and one other society' rather than 'one other Western society'. This would allow teachers and students from culturally and linguistically diverse communities to bring their own knowledge to enrich the learning process. (SACE)*

The content within the topics in Unit 4 were generally seen to have too much of a geopolitical and economic focus and there was some concern about the broad geographic scope of some topics. There were calls for these topics to have a clearer historical focus.

## 6 Key findings and actions taken

### 6.1 Across the History learning area

#### 6.1.1 Strengths

- The rationales were considered to be clear about the purpose, intent and scope of each subject.
- There is clarity in the unit descriptions and learning outcomes.
- There is specificity in the content descriptions and clarity about what is to be taught.
- The content of both subjects is much improved in terms of the writing compared to the previous drafts.
- The generic Historical Skills framework works well and reinforces the links to the F-10 History Curriculum.
- The Historical Skills are written in a consistent way across both subjects and the emphasis on historiography is appropriate.
- The flexibility that is provided through topic electives within units.

#### 6.1.2 Areas for improvement and actions taken

Areas for improvement		Action taken (revisions made)
Broad area	Specific issue	
Rationale and aims	Some inconsistencies in the rationale and aims between Ancient History and Modern History	The rationale and aims have been revised to ensure the commonalities between the subjects are represented, as appropriate specifically in relation to 'curiosity and imagination' being referenced in both subjects.
Content	The amount of content in each subject will make it difficult to teach the content in depth in the available time.	<p>The 'framing' of the topics has been revised so that the essential content is identified and developed as the focus.</p> <p>The time spans for the topics have been reviewed and some time periods shortened, where appropriate, in terms of the intent and conceptual focus of the unit.</p> <p>The number of specific references to 'including' (that indicate they must be taught) have been reduced and reference made to 'for example'.</p>
	The line of sight between rationale and aims, unit description, unit outcomes, content descriptions,	The various levels of the curriculum have been audited to ensure that the intent, as identified in the rationale and aims, is recognisable in subsequent elements of the curriculum, specifically in relation to key concepts such as 'cause and effect' and



	achievement standards needs to be strengthened further.	'representations'.
	The placement of 'Historical Skills' at the end of each unit, following all the topic electives in 'Historical knowledge and understanding'	The 'skills' have been moved before 'knowledge and understanding' to ensure the skills are more visible in terms of their placement within the curriculum. This reinforces the importance of historical inquiry and supports the revisions to strengthen the line of sight through the various levels of the curriculum (rationale, aims, unit outcomes, content, standards).
	Appropriateness of specific content	The suggestions about appropriate content in consultation feedback were reviewed and revisions made as necessary.  See specific references for each of the subjects below.
	Omissions in content in some topics	The suggestions about additional content were reviewed and revised as necessary (with a view to ensuring the volume of content within topics is comparable and manageable).  See specific references for each of the subjects below.
	Potential overlap in content	The concerns about potential overlap in some topics across units have been reviewed and amendments made to the time periods of topics and/or specific content to reduce overlap.  See specific references for each of the subjects below
	There is insufficient representation of women	Additional opportunities study women in the content of the units have been included where appropriate  In Modern History, this has been attended to by including significant women in the content of topics where relevant, for example in Unit 2, Rosa Parkes and in Unit 3: Eleanor Roosevelt, Leni Riefenstahl, Golda Meir  In Ancient History, this has been attended to by including significant women, for example in Unit 1, Boudicca and Helen of Troy, and reference to women in the content of Unit 2.

<p>General Capabilities and Cross Curriculum Priorities</p>	<p>The representation of the cross-curriculum priorities requires some further strengthening, particularly opportunities to study environmental sustainability in Modern History, and Asia in Ancient History (beyond China).</p>	<p>Additional opportunities have been included to study topics related to the cross curriculum priorities where these are consistent with the rationale for each unit.</p> <p>In Modern History, this has been attended to by including environmental sustainability as an example of a topic that could be developed as part of the alternative study in Unit 2.</p> <p>In Ancient History, this has been attended to by including Ashoka the Great (India) as an example for the alternative study in Unit 1, and a topic on Indian society has also been included in Unit 2. Lake Mungo has also been added an example for the alternative study in relation to the Aboriginal and Torres Strait Islander histories and cultures priority.</p>
<p>Achievement Standards</p>	<p>The need for consistency of language and clearer differentiation between Units 1 and 2, and Units 3 and 4, and between the different levels.</p>	<p>Revise achievement standards to ensure the language used is clear and unambiguous.</p> <p>Develop an agreed model for writing the statements within the standards that includes a 'verb' and 'object(s)', that are differentiated across the levels to indicate the cognitive demand expected (with use of qualifiers only where necessary).</p>

## 6.2 Ancient History

### 6.2.1 Strengths

- The flexibility provided through the topic electives particularly the inclusion of the alternative topic in Unit 1.
- The conceptualisation of ‘Ancient History’ as a holistic study of the ancient past that is constructed from textual, visual and archaeological sources of evidence.
- The content related to the cross curriculum priority of Asia.

### 6.2.2 Areas for improvement and actions taken

Areas for improvement		Action taken (revisions made)
Broad area	Specific issue	
Content	The coherence of Unit 1 in terms of the sense of connection between the ‘issues’ and subsequent topics within the unit.	<p>The unit description has been revised to make clearer that the focus is on ‘evidence’ to strengthen the sense of connection between the issues and subsequent topics.</p> <p>The ‘issues’ based topics have been moved upfront as they provide the broader conceptual understandings in relation to ‘evidence’. These provide a useful context for the study of the subsequent topics focussed on interpretations/representations, and the evidence that underpins them.</p>
	Some content descriptions for the ‘features’ of society to be studied in Unit 2 are not adequately teachable for the societies and periods identified.	<p>Engaged teachers and content experts to conduct an audit of the appropriateness of the content descriptions to identify those that may need to be revised or removed.</p> <p>As a consequence the following was actioned:</p> <ul style="list-style-type: none"> <li>• the ‘nature and extent of change and continuity’ was removed as a key of conceptual understanding (which has addressed the conceptual overlap with Unit 3 which has this as a strong focus)</li> <li>• the reference to ‘changing and/or conflicting interpretations over time’ was removed</li> <li>• the reference to ‘reasons for these changing and/or conflicting interpretations’ was removed.</li> </ul>
	Unit 4 Lack of focus and coherence in the	The title of the unit was changed and the focus placed on ‘historical periods’ instead of ‘sites’ and ‘developments’. This assists

	<p>unit</p> <p>Some of the topics within the unit were not seen as comparable</p>	<p>because all the topics lend themselves to some study of 'sites' and 'developments' within the periods identified. The unit has been revised to provide for a more comparable focus on 'key features' and 'developments' within each historical period.</p> <p>The 'framing' of the topics and the content of topic electives has been revised so that there is comparability in terms of the volume of content, and integration of both archaeological and written sources within each topic. All of the topics have been revised, with particular focus on the following topics:</p> <ul style="list-style-type: none"> <li>• Thebes – East and West, 18<sup>th</sup> Dynasty Egypt</li> <li>• New Kingdom imperialism, diplomacy and governance, 18<sup>th</sup> – 20<sup>th</sup> Dynasty Egypt</li> <li>• The Athenian Agora and Acropolis, 514 – 399 BC</li> <li>• Pompeii and Herculaneum, 80 BC – 79 AD.</li> </ul>
	<p>Appropriateness of specific content.</p>	<p>The suggestions about appropriate content in consultation feedback were reviewed and revisions made as necessary, specifically in relation to the amount of content related to excavation, preservation and conservation in the following Unit 4 topics, which has been reduced in each:</p> <ul style="list-style-type: none"> <li>• Thebes – East and West, 18<sup>th</sup> Dynasty Egypt</li> <li>• The Athenian Agora and Acropolis, 514 – 399 BC</li> <li>• Pompeii and Herculaneum, 80 BC – 79 AD</li> </ul>
	<p>Omissions in content in some topics</p>	<p>The suggestions about additional content were reviewed and revised as necessary (with a view to ensuring the volume of content within topics is comparable and manageable), specifically in relation to two additional topic electives developed for Unit 1, 'The destruction of Troy' and 'The Celts'.</p> <p>This is in response to consistent feedback that content was needed about these areas in the Ancient History curriculum.</p>
	<p>Potential overlap in</p>	<p>The concerns about potential overlap in some</p>

	content	topics across units has been reviewed and amendments made to the time periods of topics and/or specific content to reduce overlap, specifically in relation to the extension of the topic in Unit 4 focussed on New Kingdom Egyptian imperialism and diplomacy 18 <sup>th</sup> Dynasty to include the 19 <sup>th</sup> and 20 <sup>th</sup> centuries to reduce the potential overlap with the Unit 3 topic on New Kingdom Egypt (18 <sup>th</sup> Dynasty).
	The geographic scope of the Ancient History curriculum needs to be broader.	Additional opportunities to study topics beyond Europe, the Mediterranean and the Near East and China where appropriate have now been included in the alternative study including reference to Classical Maya in Unit 1 and India in Unit 2.
	Some dates that frame some topics, may not be historically appropriate.	<p>Dates that frame topics have been revised to ensure they are consistent with the rationale and conceptual focus of each unit - in particular the following topics in Unit 2:</p> <ul style="list-style-type: none"> <li>• Israel</li> <li>• Persia</li> <li>• Assyria</li> </ul>

## 6.3 Modern history

### 6.3.1 Strengths

- The overall structure is appropriate (that is, the moving through the various stages of development of the modern world).
- The representation of the general capabilities is a positive.
- Several of the topic electives were considered attractive and relevant.
- The Asia focus was welcomed and a viable Asia pathway of study has been created.

### 6.3.2 Areas for improvement and actions taken

Areas for improvement		Action taken (revisions made)
Broad area	Specific issue	
Content	Some topics within units, particularly Units 3 and 4 are not seen as comparable.	The 'framing' of topics has been revised and the content of topics where appropriate, specifically in relation to the following topics in Unit 4 in particular: <ul style="list-style-type: none"> <li>• A Globalised World</li> <li>• Movements of People.</li> </ul>
	There needs to be further opportunities to study 19 <sup>th</sup> century history and Australian history.	Opportunities for including 19 <sup>th</sup> century and Australian history related content were identified and an additional topic has been developed in Unit 1 focussing on imperialism.  Affirmation that the approach taken in the Modern History curriculum is the study of Australian history within its global setting.
	Appropriateness of specific content	The suggestions about appropriate content in consultation feedback were reviewed and revisions made as necessary to ensure a more balanced approach - specifically in relation to the Unit 4 topic 'The Struggle for Peace in the Middle East'.
	Omissions in content in some topics	The suggestions about additional content were reviewed and revised as necessary (with a view to ensuring the volume of content within topics is comparable and manageable), specifically in relation to: <ul style="list-style-type: none"> <li>• The extension of, 'The Civil Rights Movement in the US' topic to include the Black Panthers, Malcolm X and Martin Luther King</li> <li>• Nazi policy on religion added to the Unit 3 topic on Germany</li> </ul>

		<ul style="list-style-type: none"> <li>• Isolationism added to the Unit 3 topic on the United States of America</li> <li>• An additional topic elective developed for Unit 4, 'The Search for Peace and Security' - this is in response to consistent feedback that content was needed about peace, security, and non-violence in the Modern History curriculum.</li> <li>• social and cultural history added to the Unit 4 topic 'A globalised world' to address concern about its economic focus.</li> </ul>
	Potential overlap in content	The concerns about potential overlap in some topics across units has been reviewed and amendments made to the time periods of topics and/or specific content to reduce overlap, specifically in relation to the Unit 2 topic on 'Decolonisation' for India up to 1947 and 'India 1919 – 1971' in Unit 3, now with revised time period of 1947 – 1974.
	Need for greater consistency in the framing of topics in relation to 'individuals'	References to 'individuals' within each topic were reviewed, particularly in Unit 3, and a content description has been dedicated within each topic, where appropriate, to the study of individuals and/or groups.
	The historical nature of the content in Unit 4 needs strengthening.	The content of Unit 4 has been revised so that there is a clearer emphasis on past events and developments in the content, and the focus reduced on those that are more contemporary, noting that the topics in this Unit have an end date of 2010.

## **Appendix 1 - Online questionnaire responses**

This appendix presents graphs of the responses to the online questionnaires for Ancient History and Modern History.



## Ancient History

Figure 1: Response to Question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance (n=18)

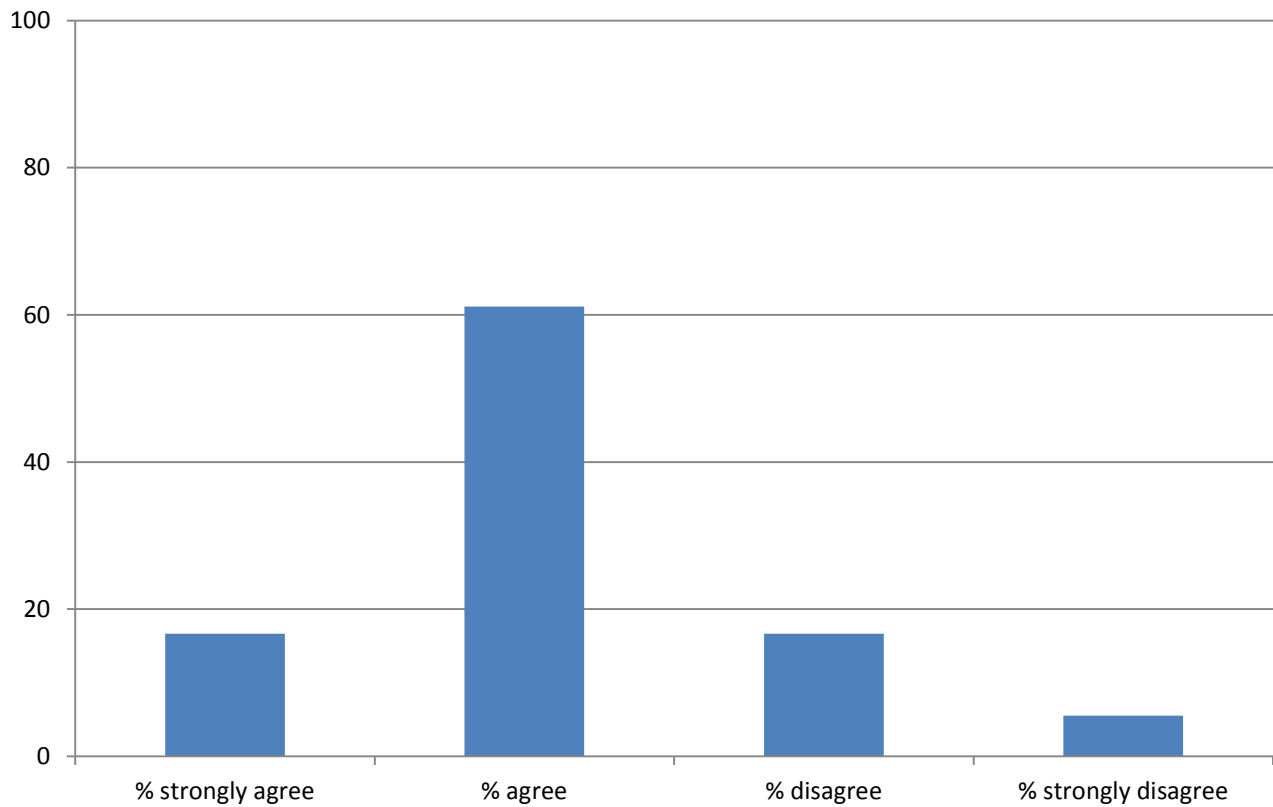


Figure 2: Response to Question 10. The aims comprehensively describe the intended learning as a result of studying the subject (n=16)

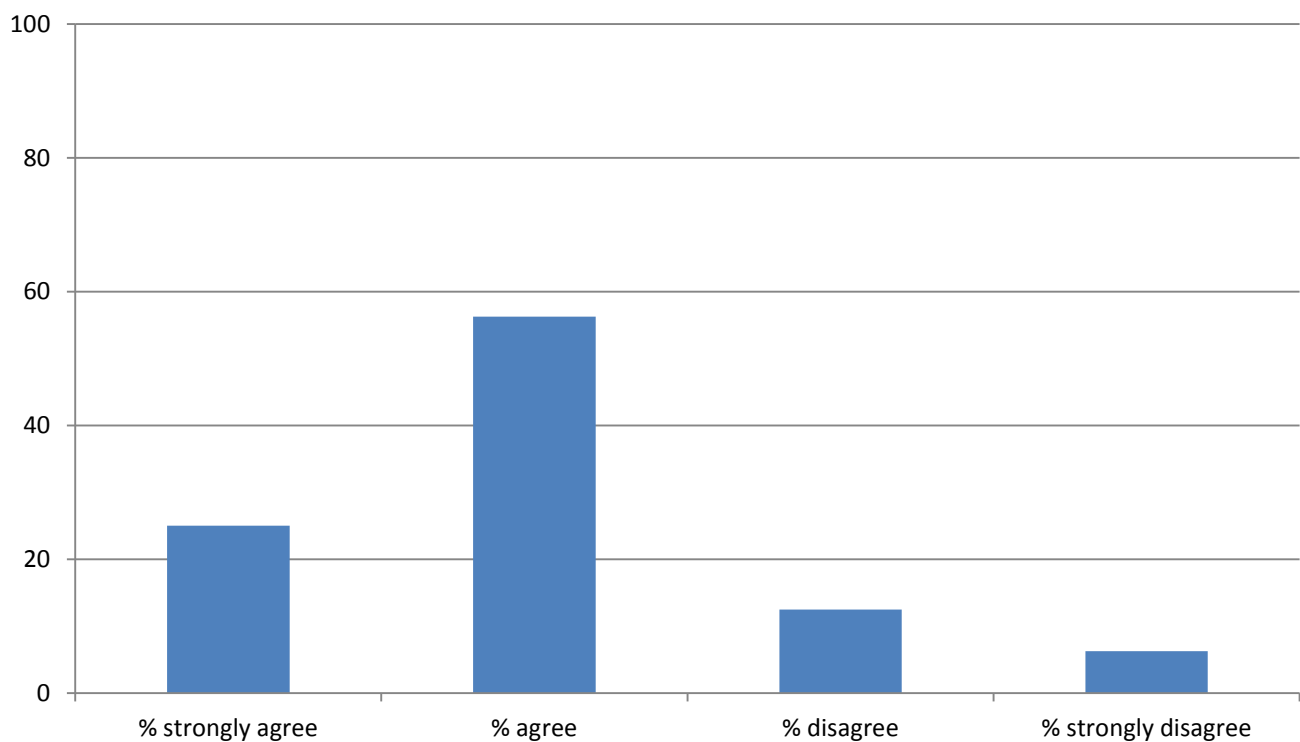


Figure 3: Response to Question 11. The four unit structure has internal logic and coherence (n=26)

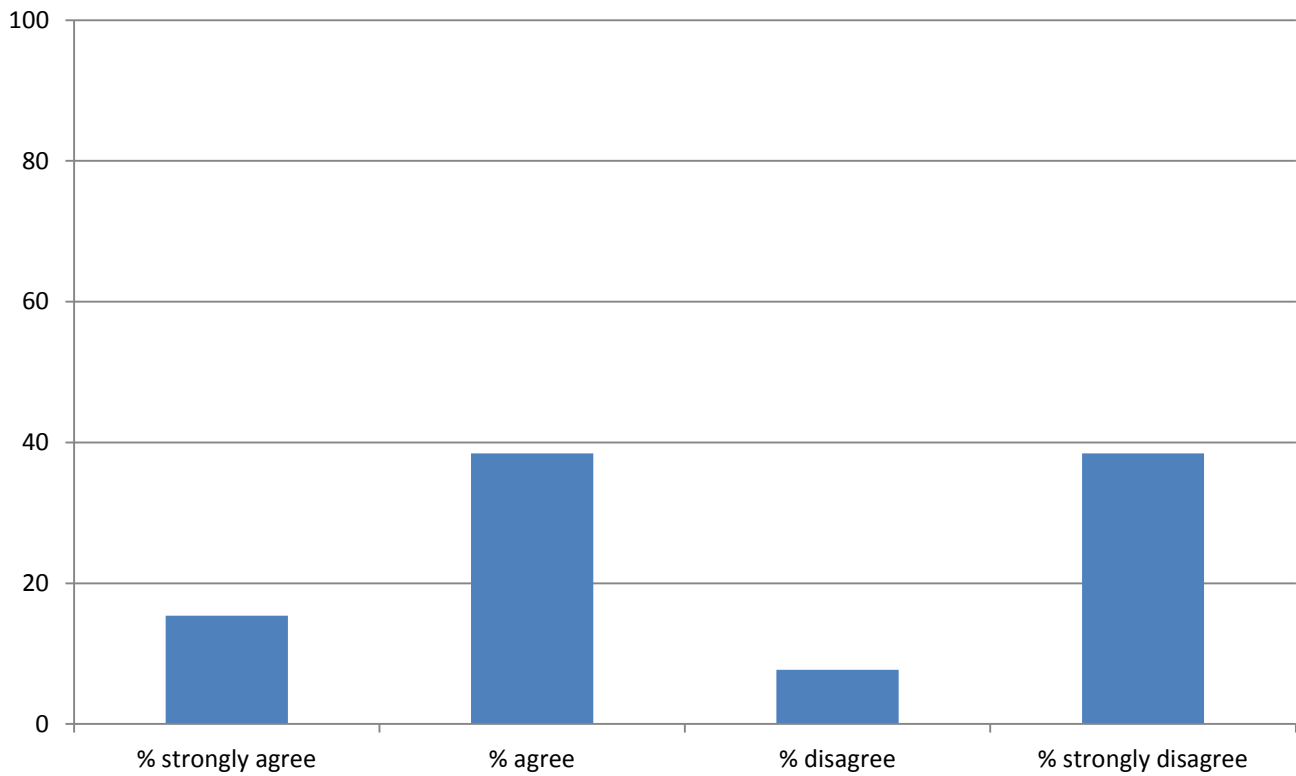


Figure 4: Response to Question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 (n=27)

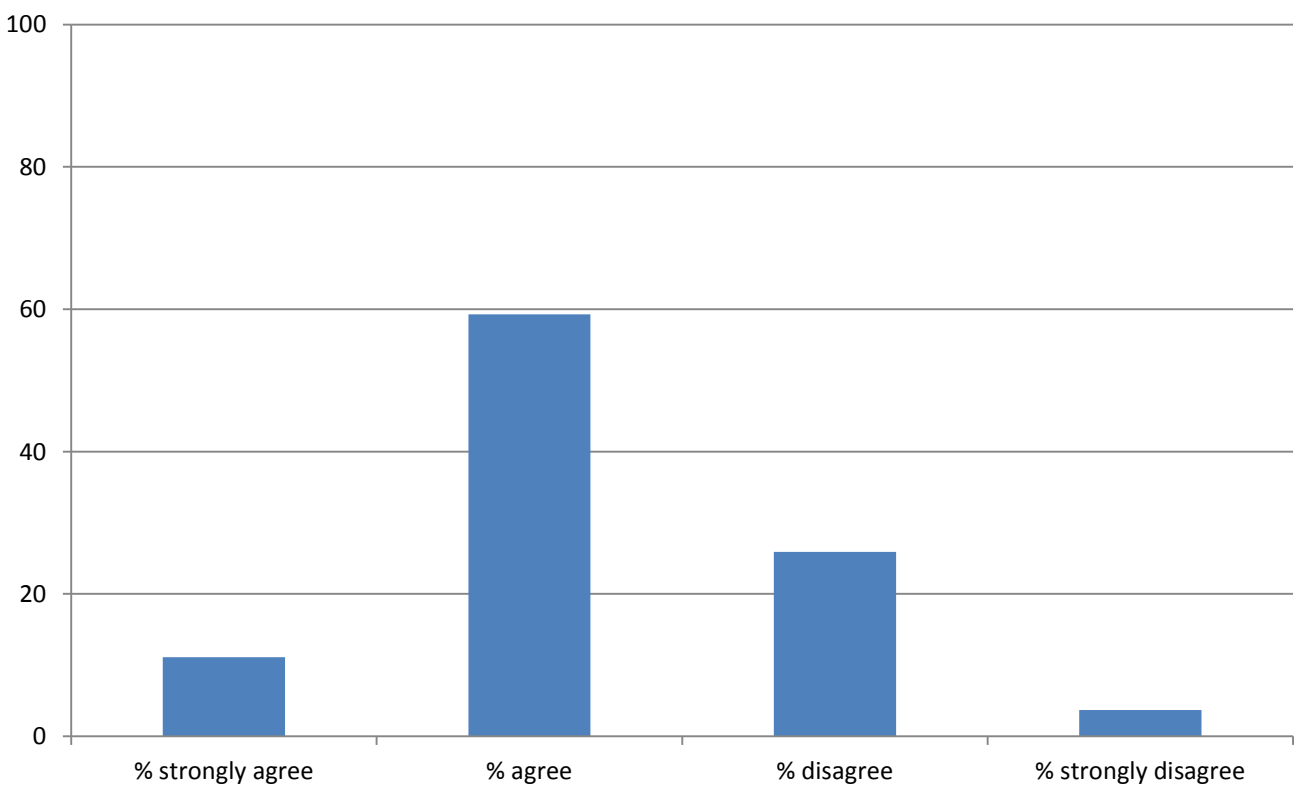


Figure 5: Response to Question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum (n=26)

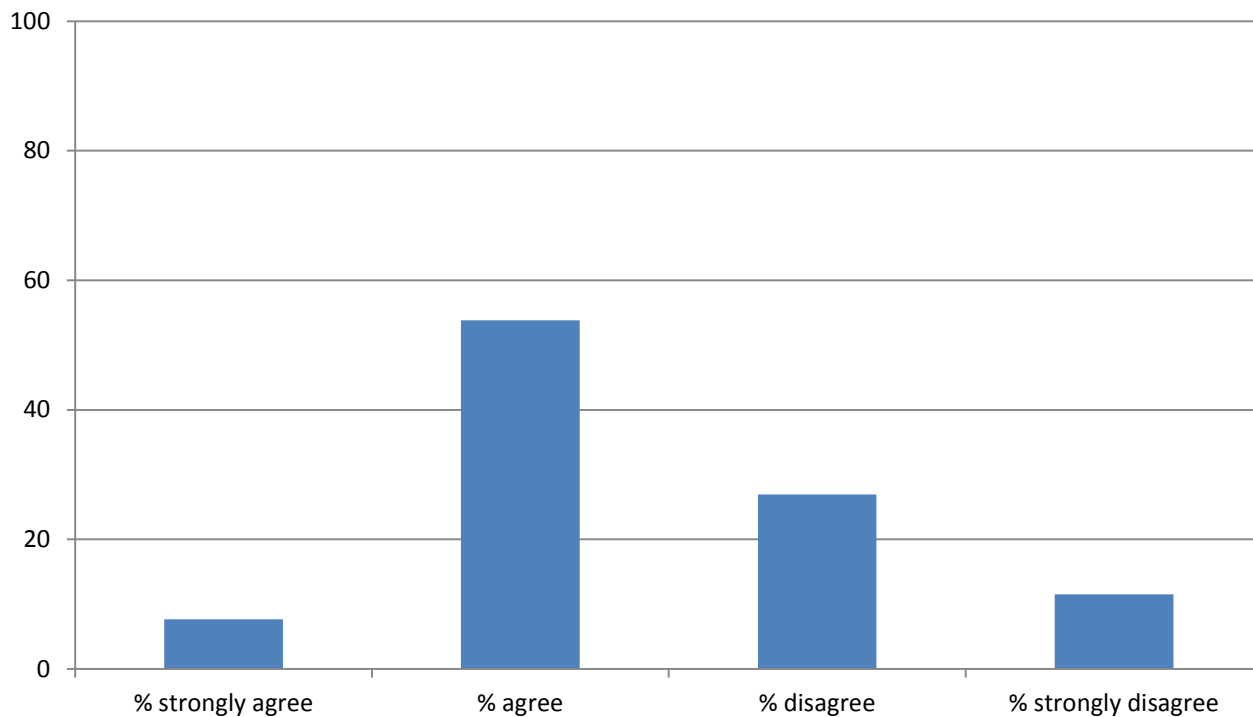


Figure 6: Response to Question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience (n=25)

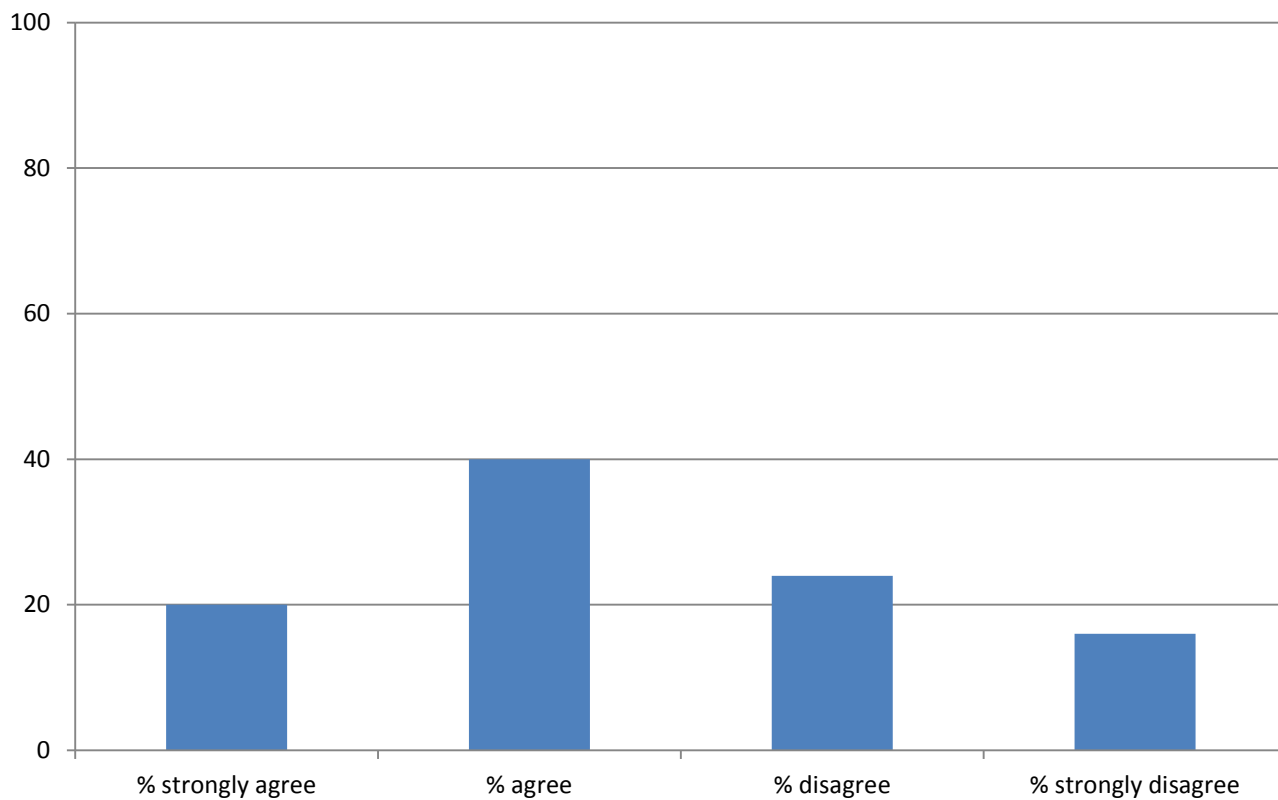


Figure 7: Response to Question 15. The unit 1 description describes the focus and scope for this unit (n=25)

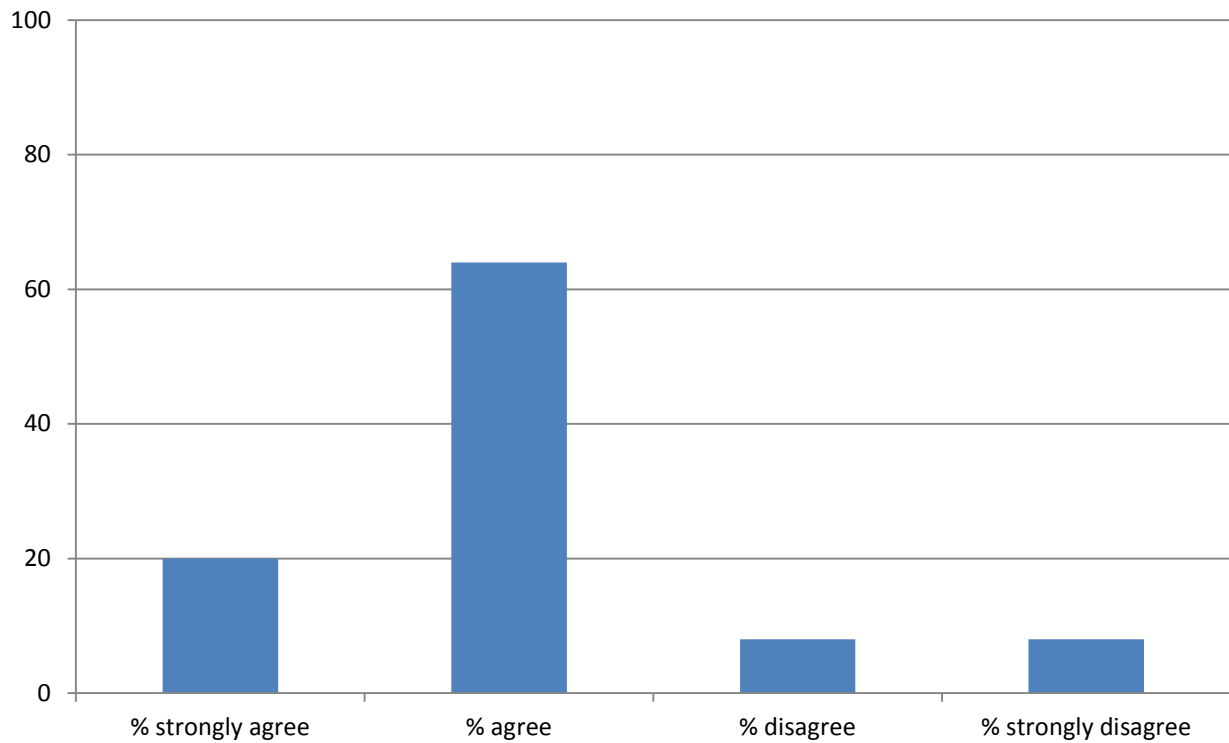


Figure 8: Response to Question 16. The outcomes describe clearly the expected learning for this unit (n=26)

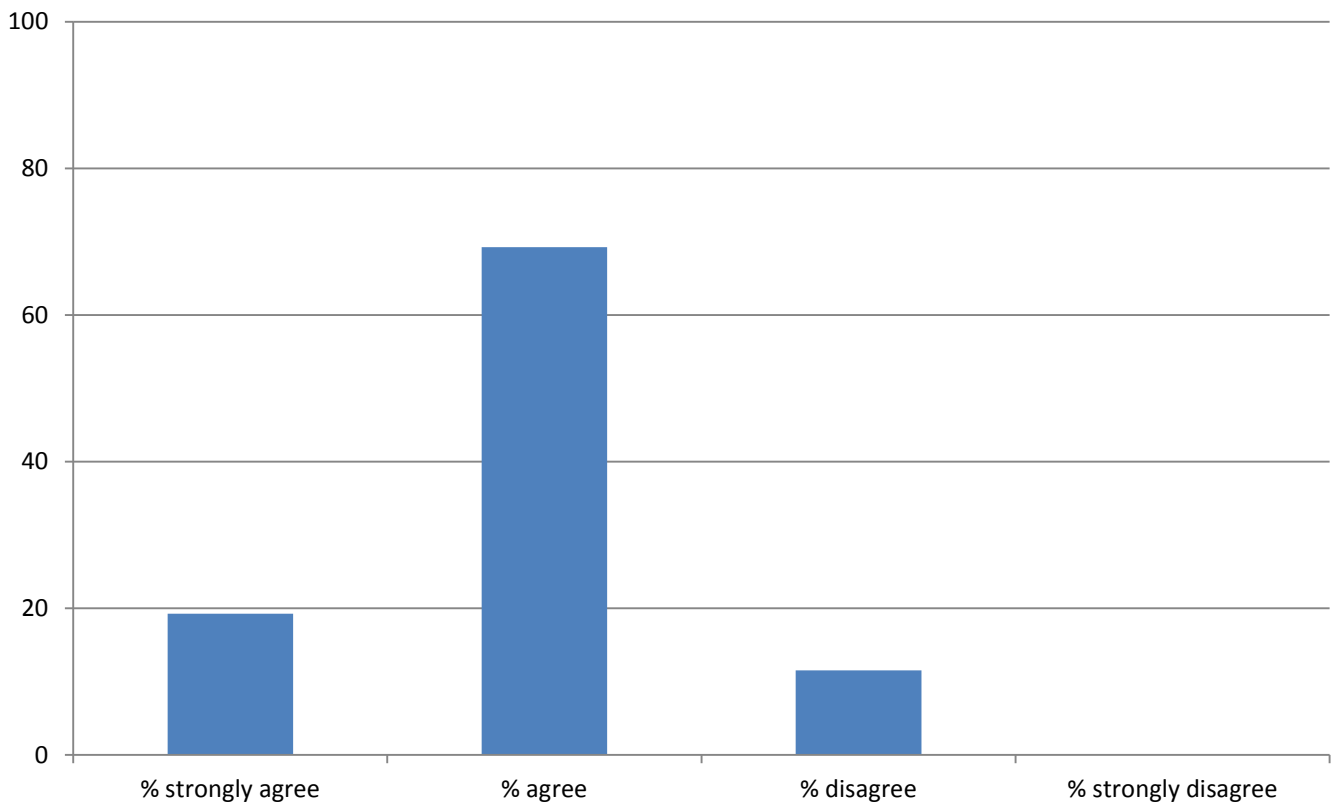


Figure 9: Response to Question 17. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=26)

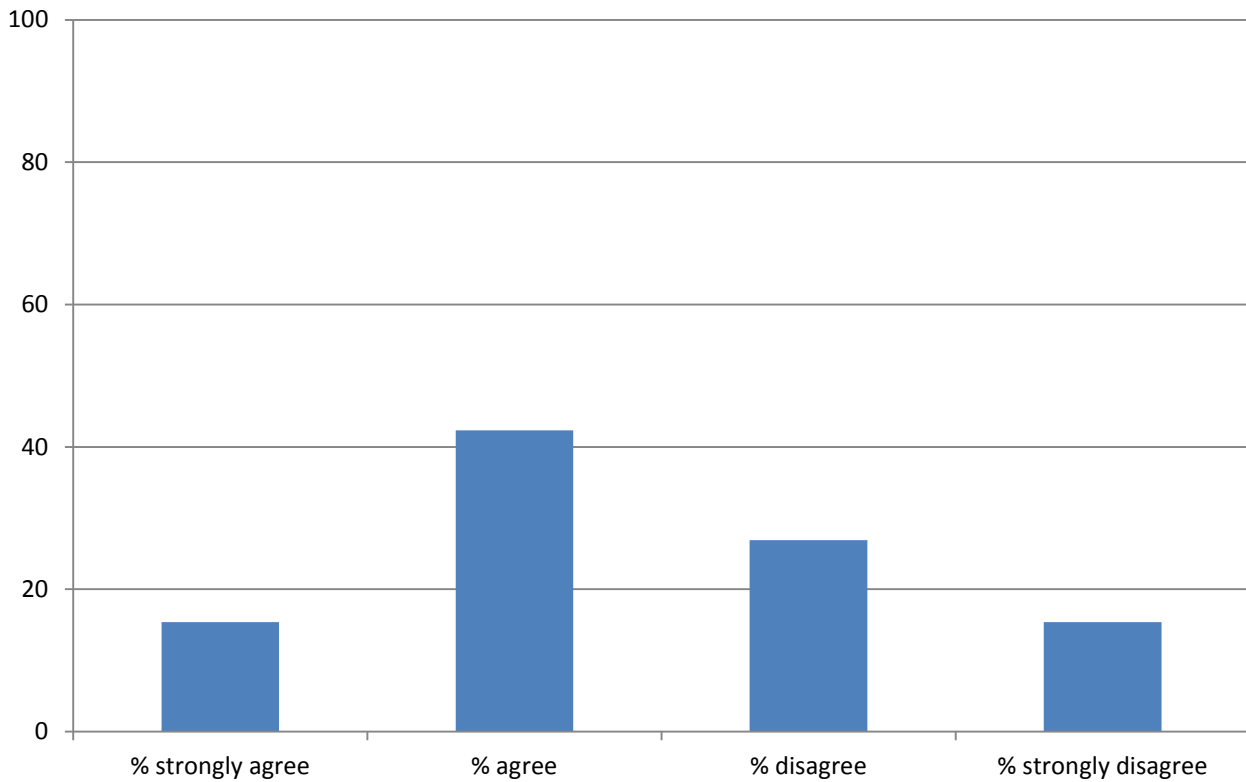


Figure10: Response to Question 18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=26)

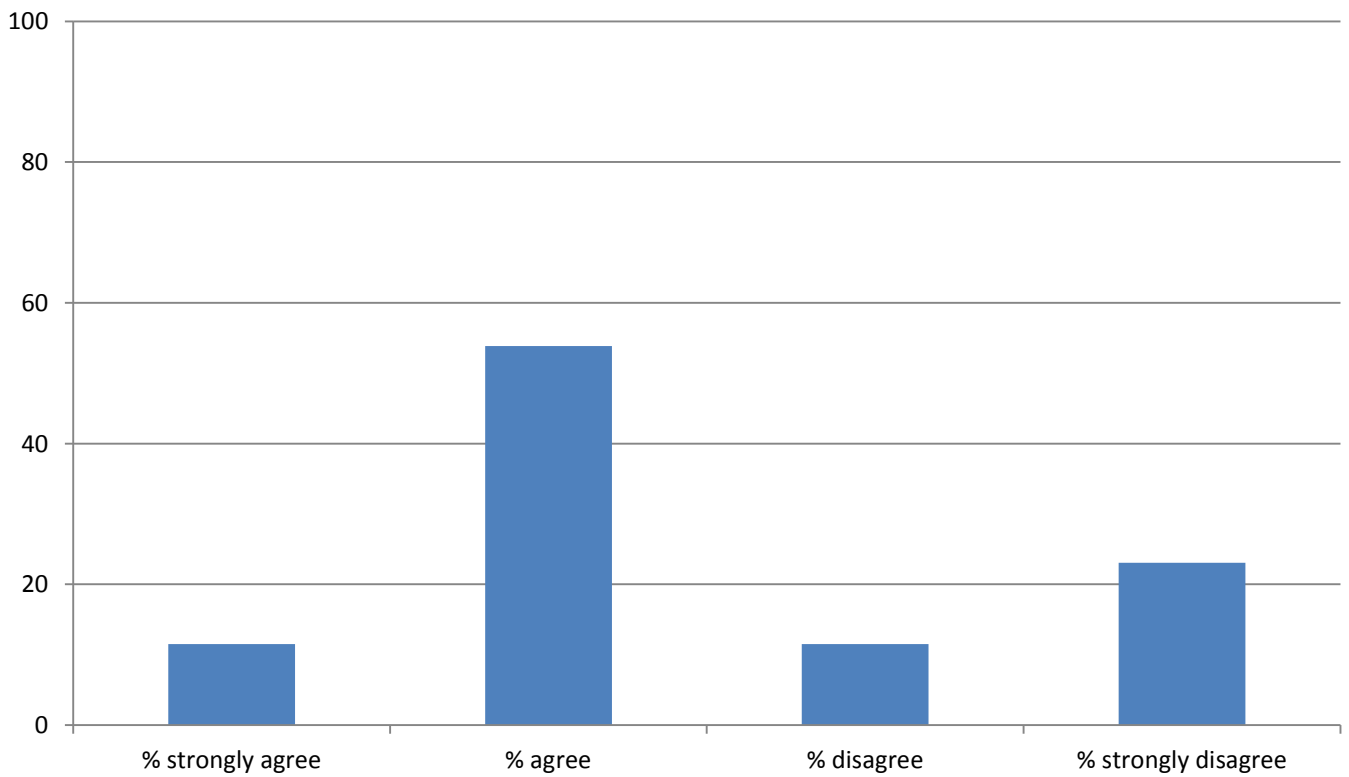


Figure 11: Response to Question 19. The content descriptions are specific about what is to be taught (n=26)

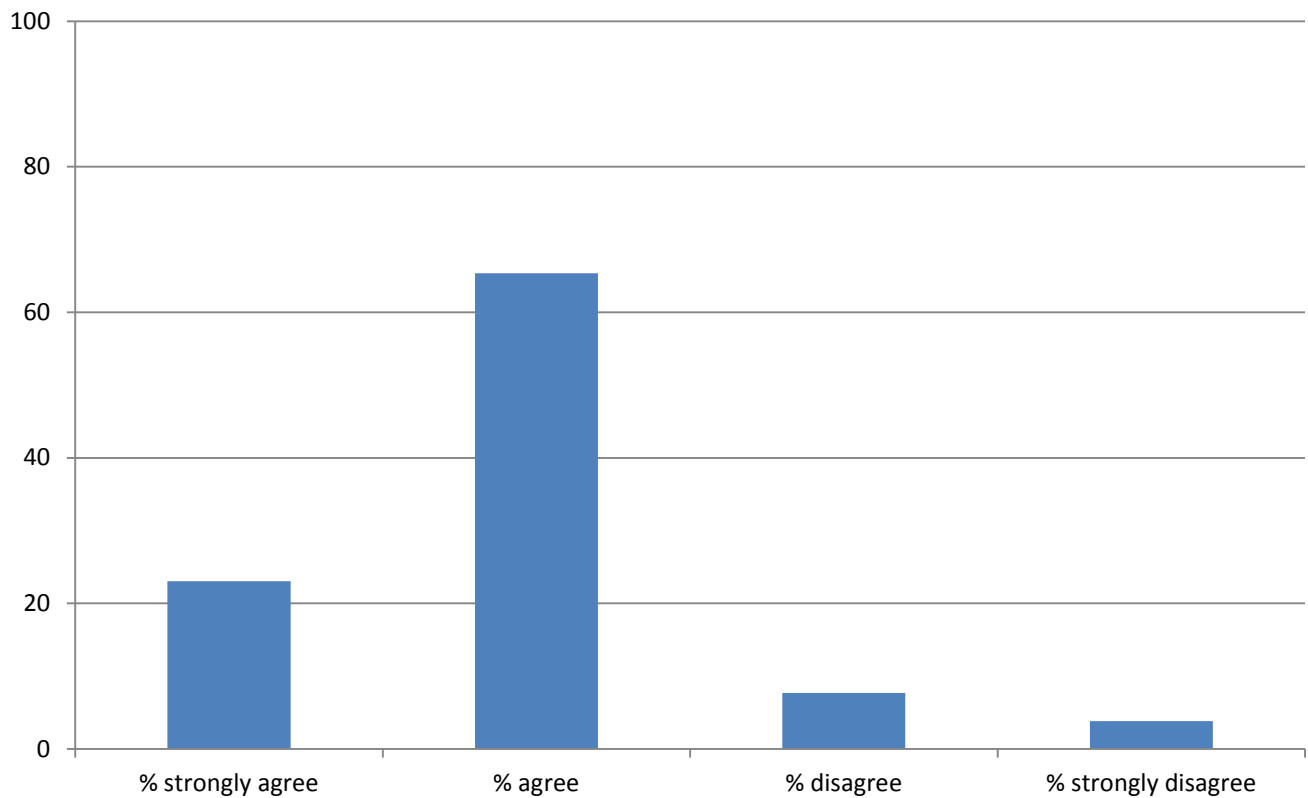


Figure 12: Response to Question 20. The unit 2 description clearly describes the focus and scope for this unit (n=25)

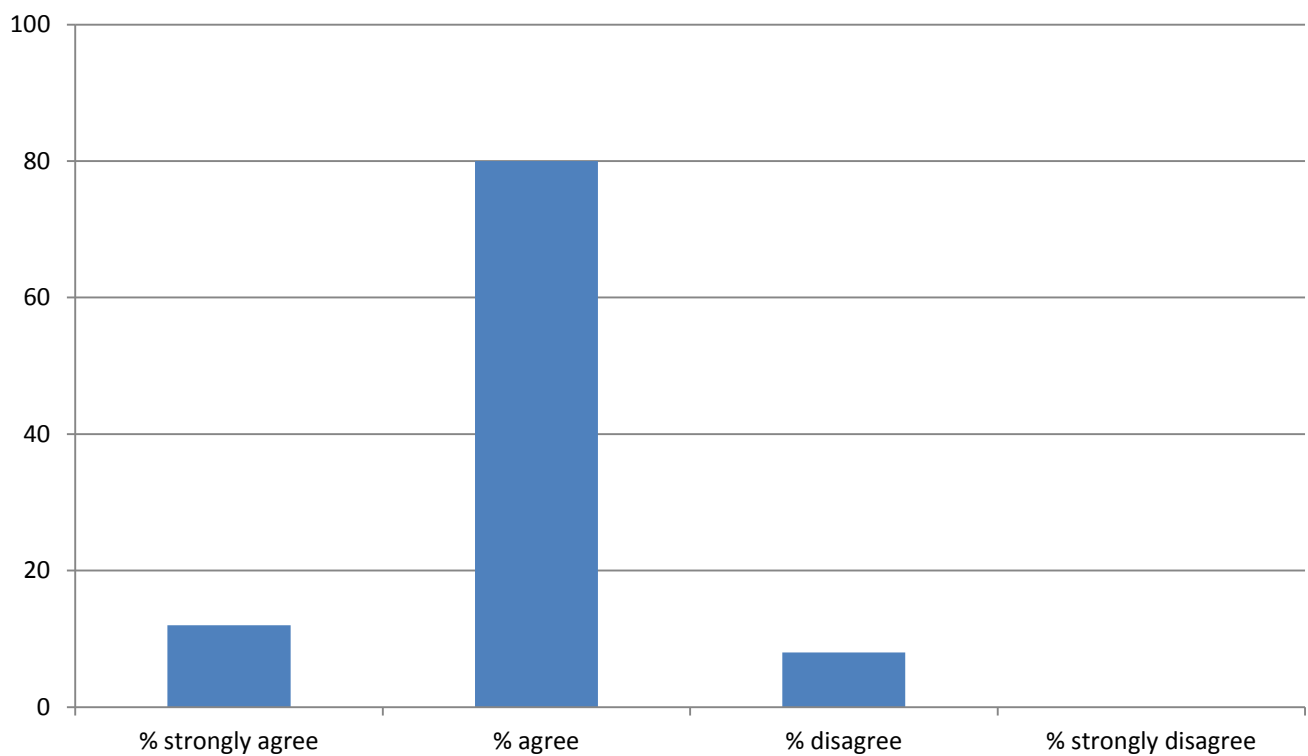


Figure 13: Response to Question 21. The unit outcomes describe clearly the expected learning for this unit (n=25)

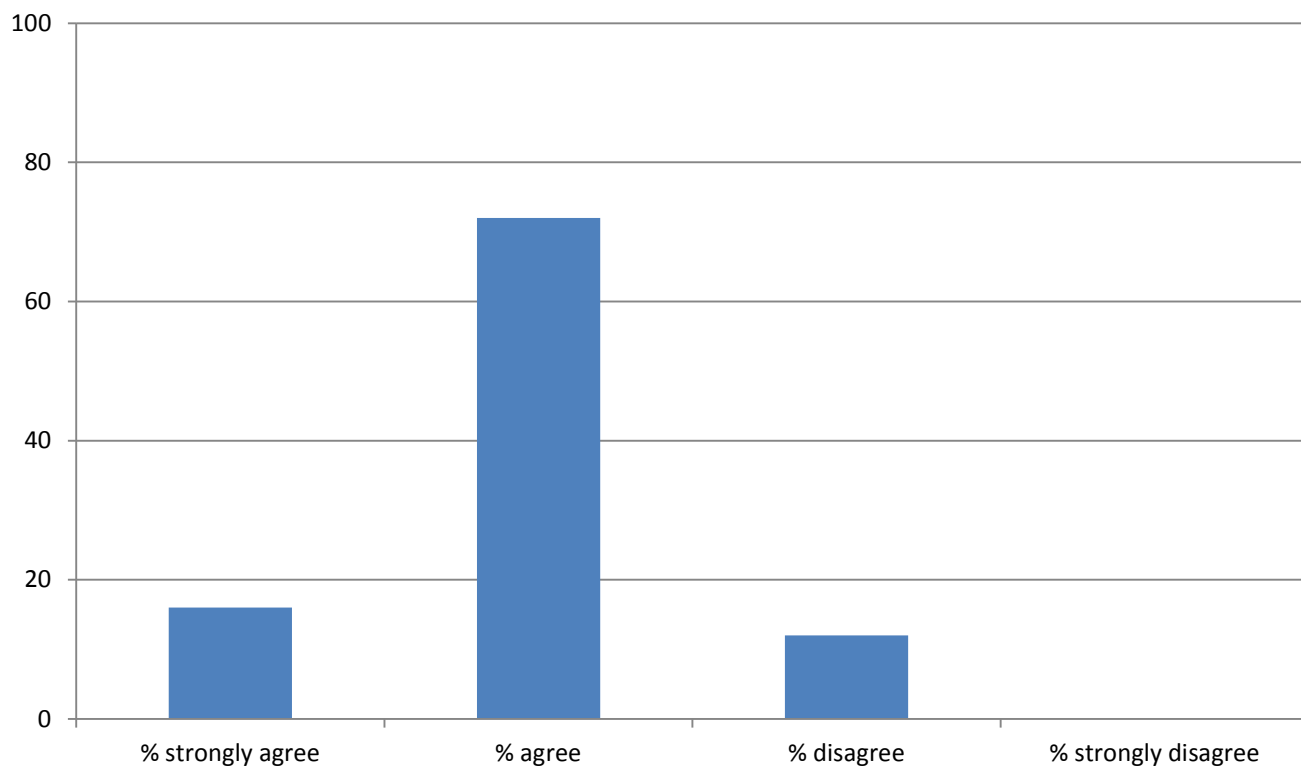


Figure 14: Response to Question 22. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=25)

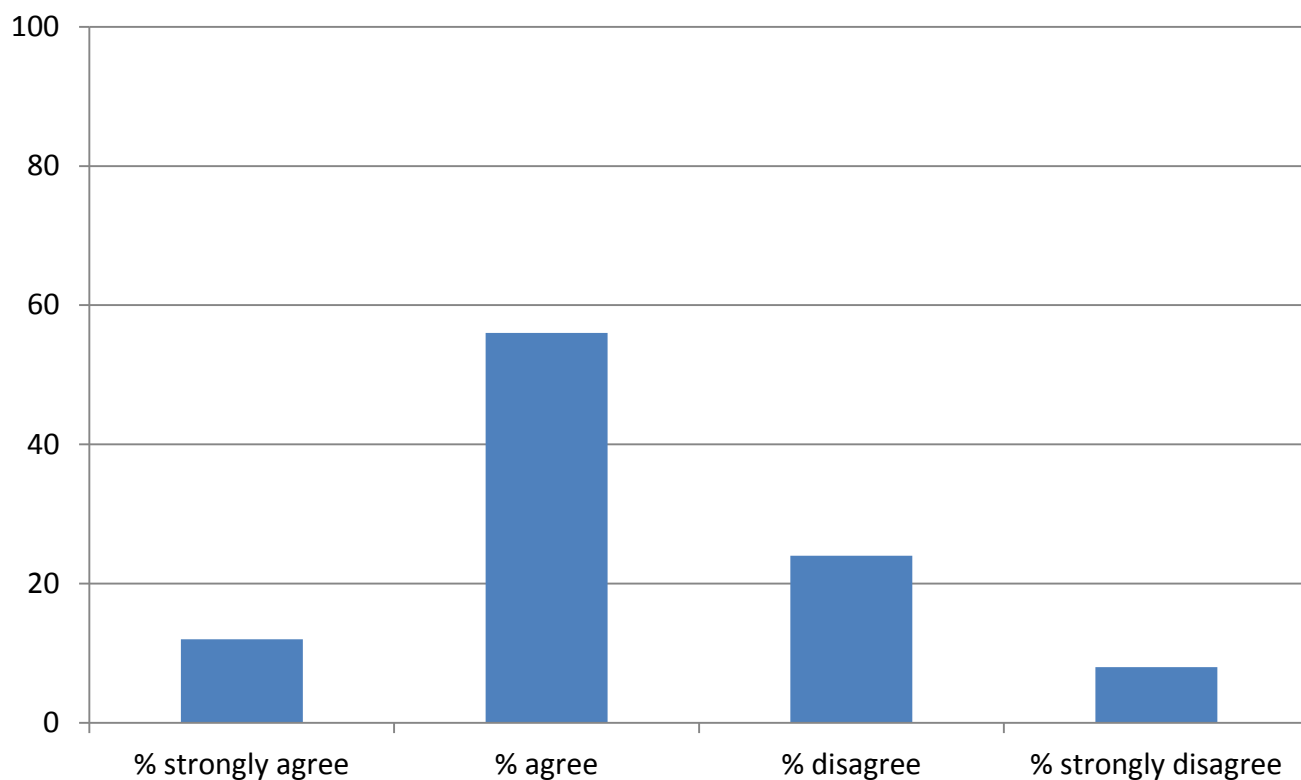


Figure 15: Response to Question 23. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=25)

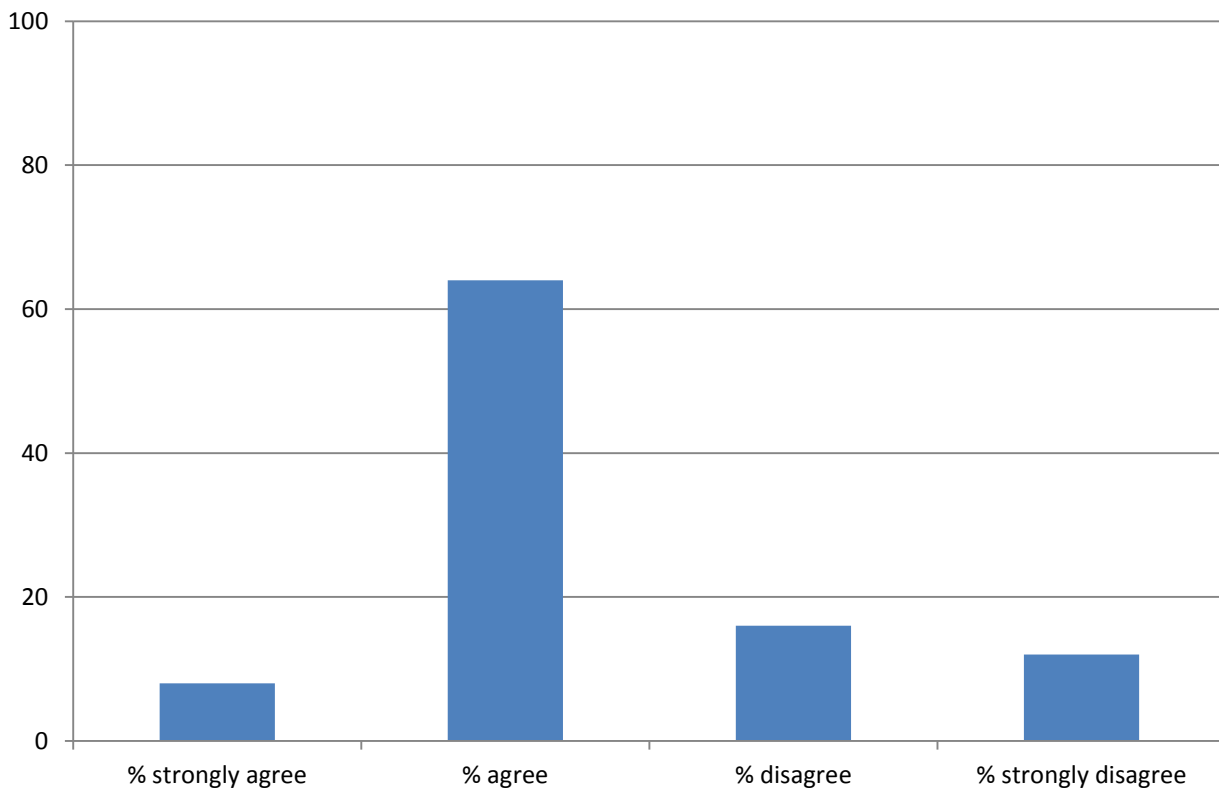


Figure 16: Response to Question 24. The content descriptions are specific about what is to be taught (n=25)

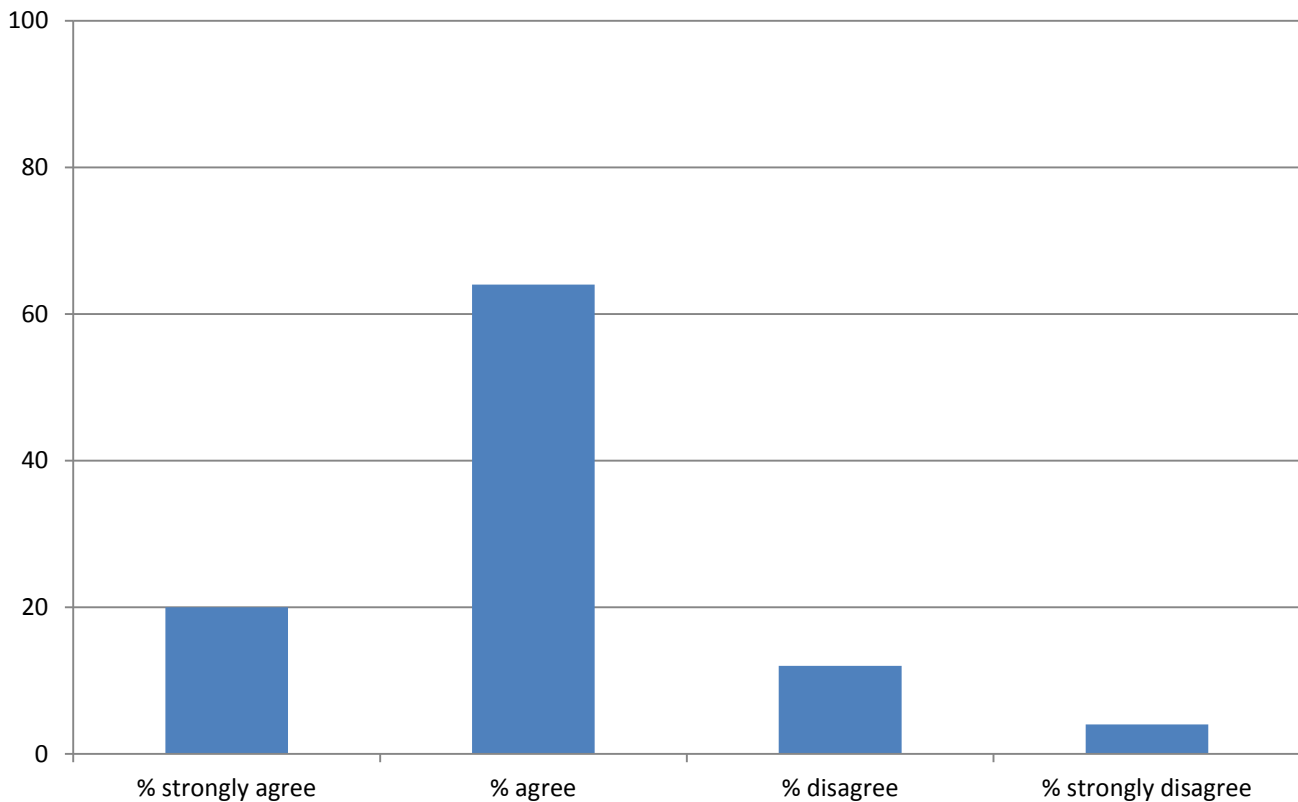




Figure 17: Response to Question 25. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=23)

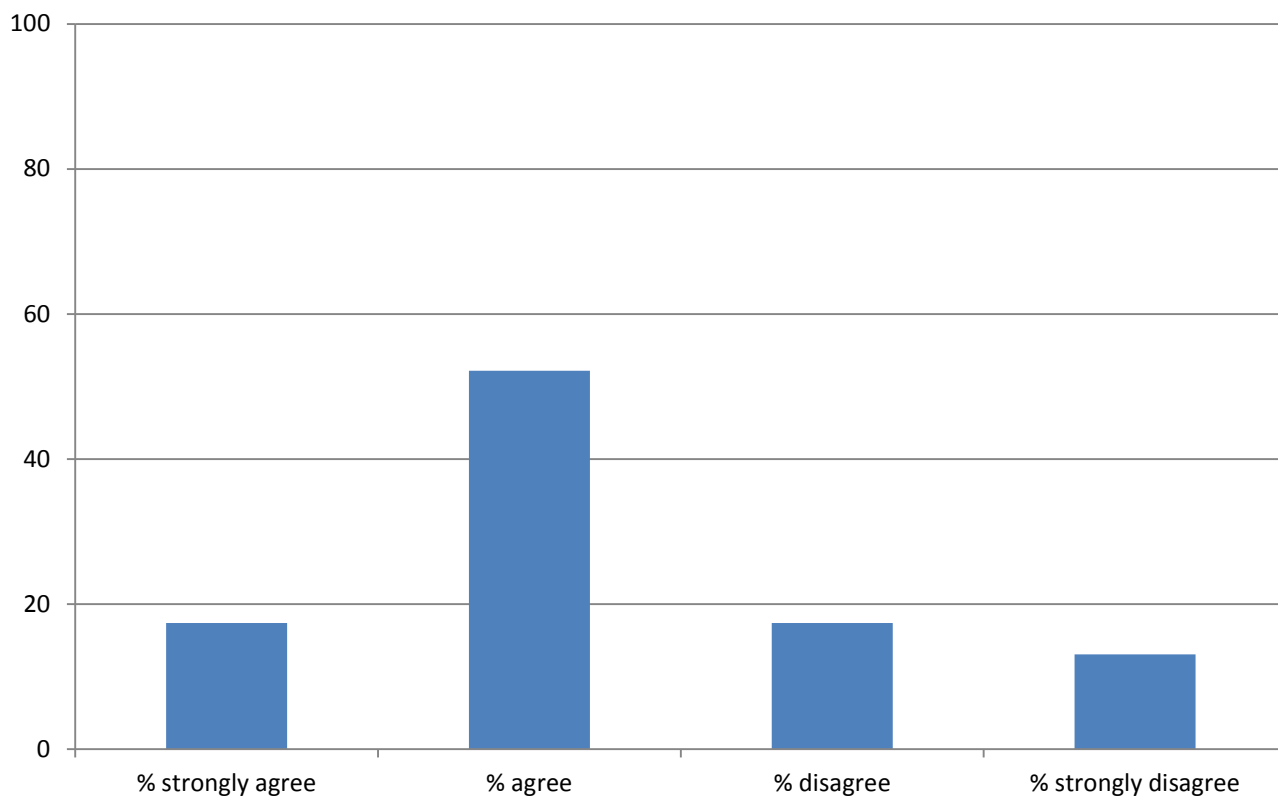


Figure 18: Response to Question 26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=23)

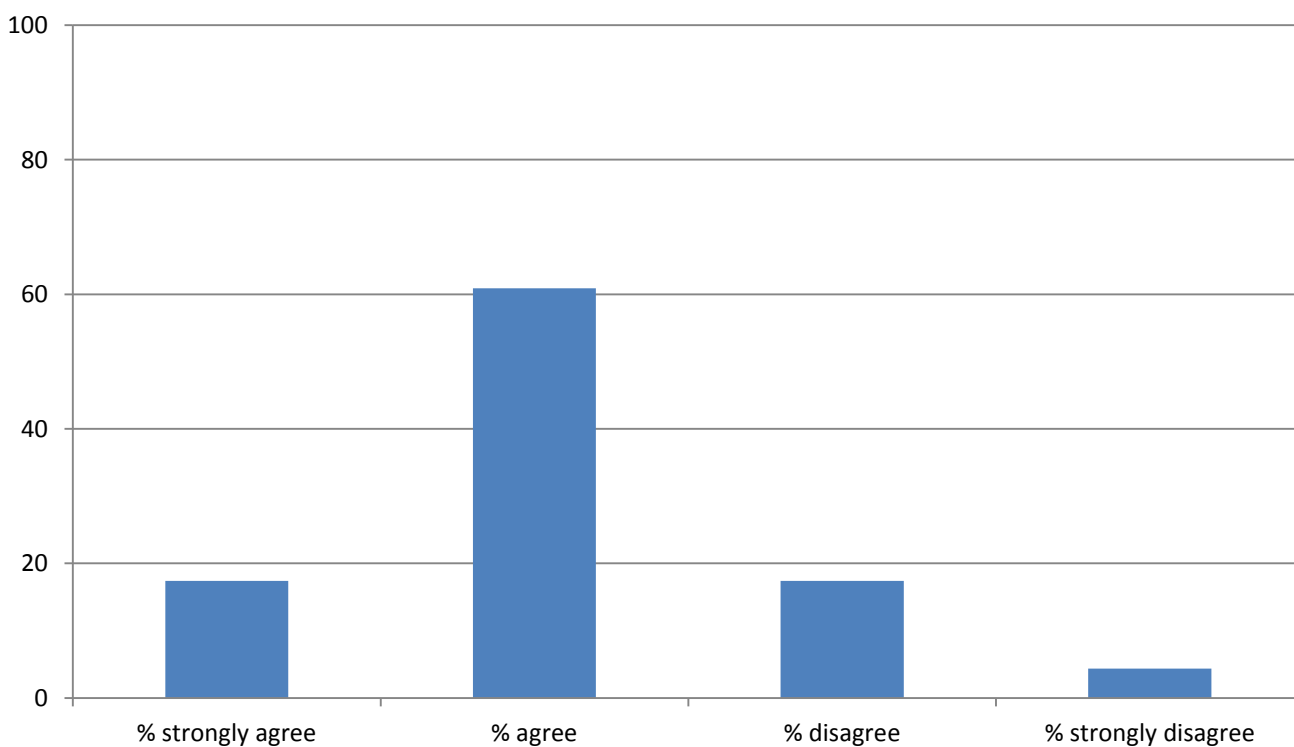


Figure 19: Response to Question 27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=21)

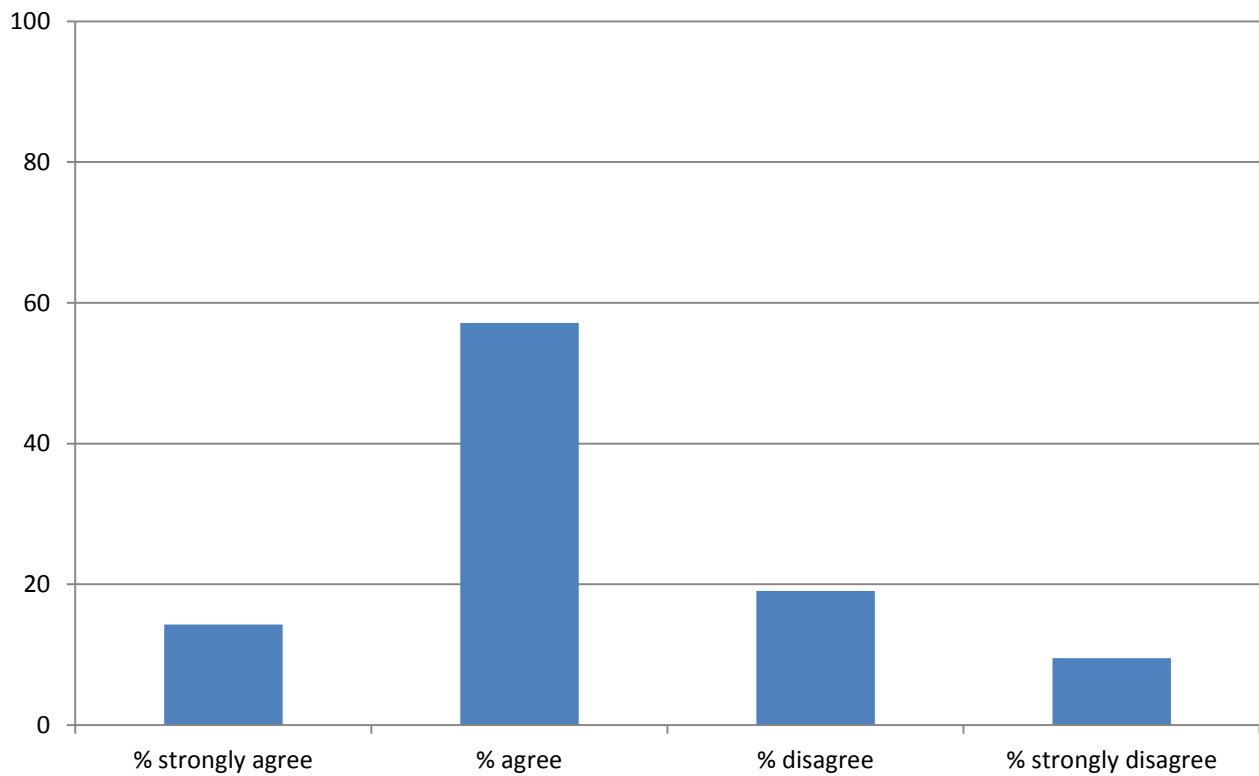


Figure 20: Response to Question 28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=23)

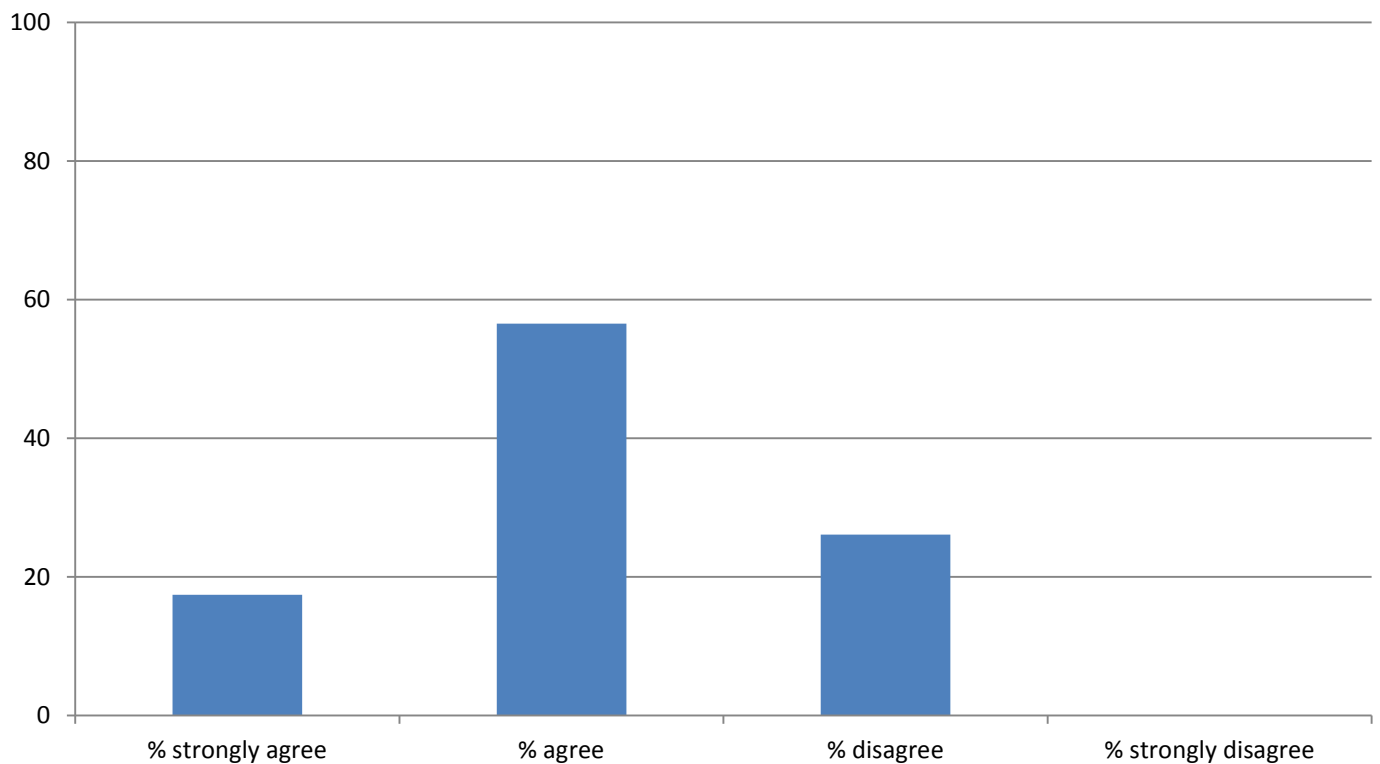


Figure 21: Response to Question 29. The unit description clearly describes the focus and scope for this unit (n=25)

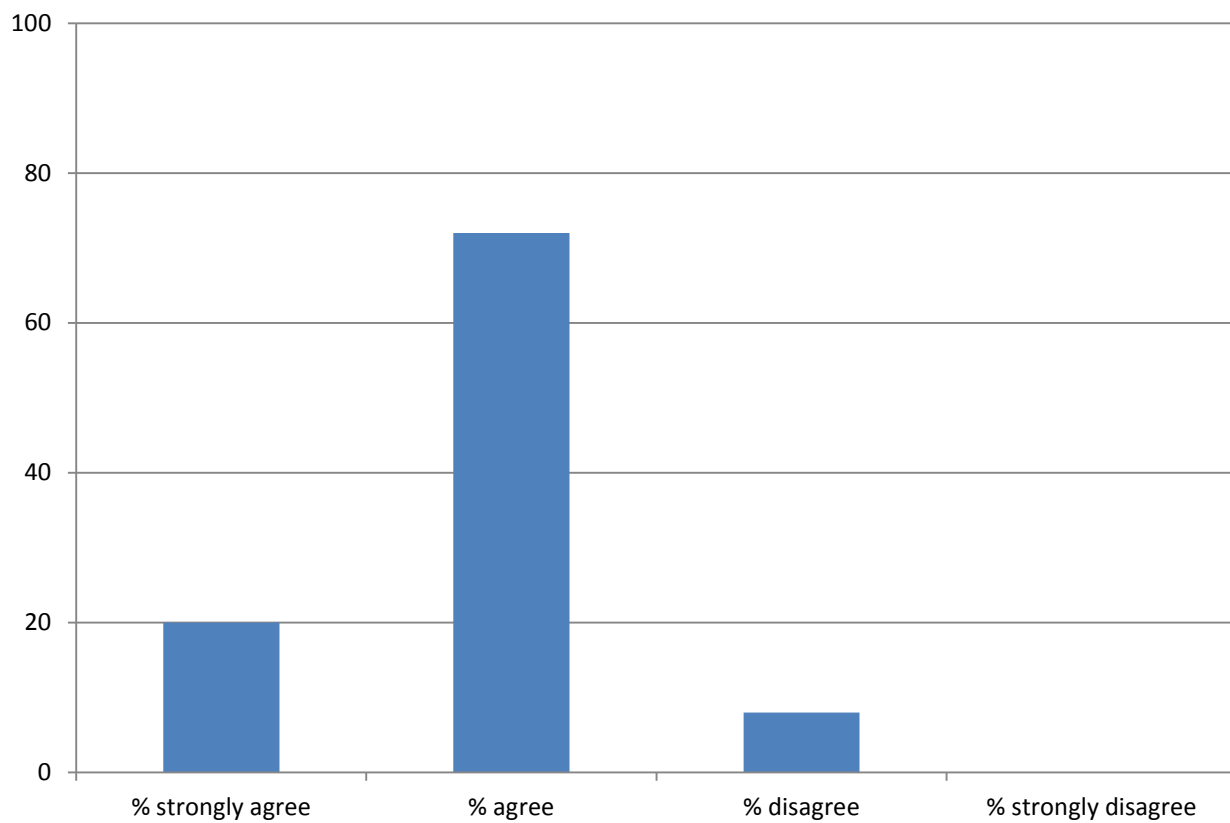


Figure 22: Response to Question 30. The unit outcomes describe clearly the expected learning for this unit (n=25)

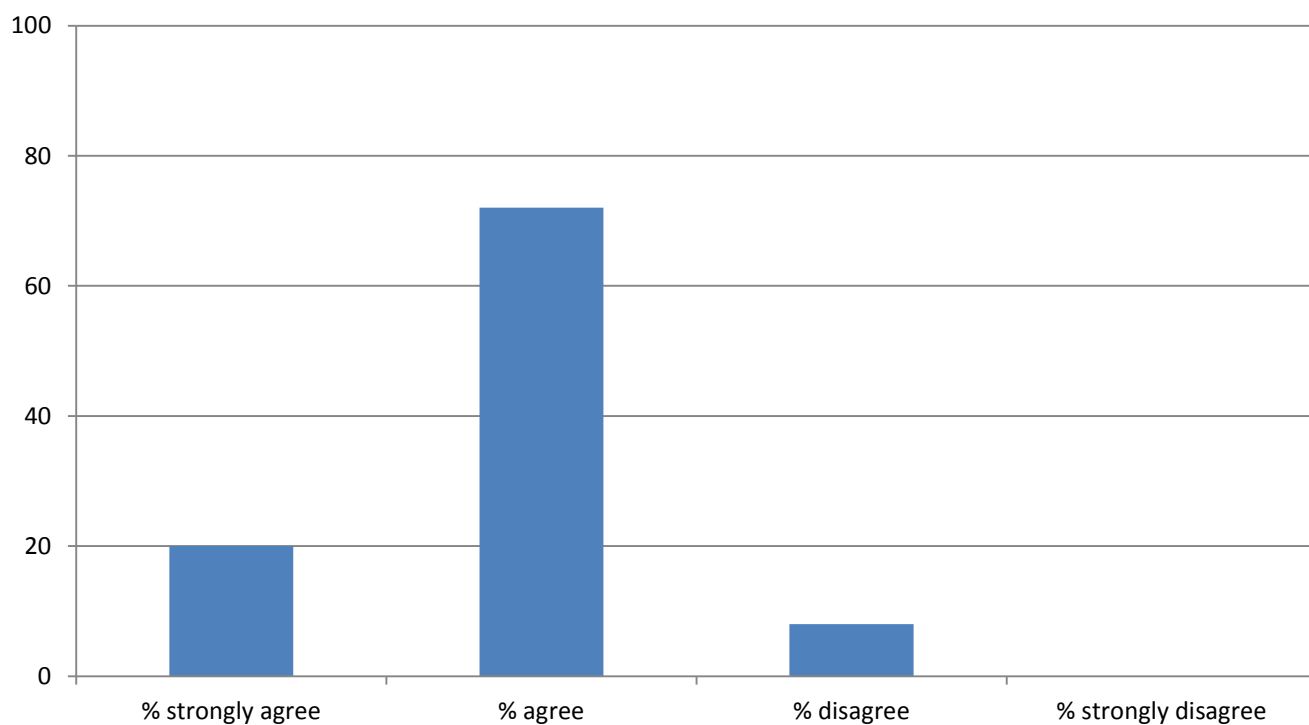


Figure 23: Response to Question 31. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=25)

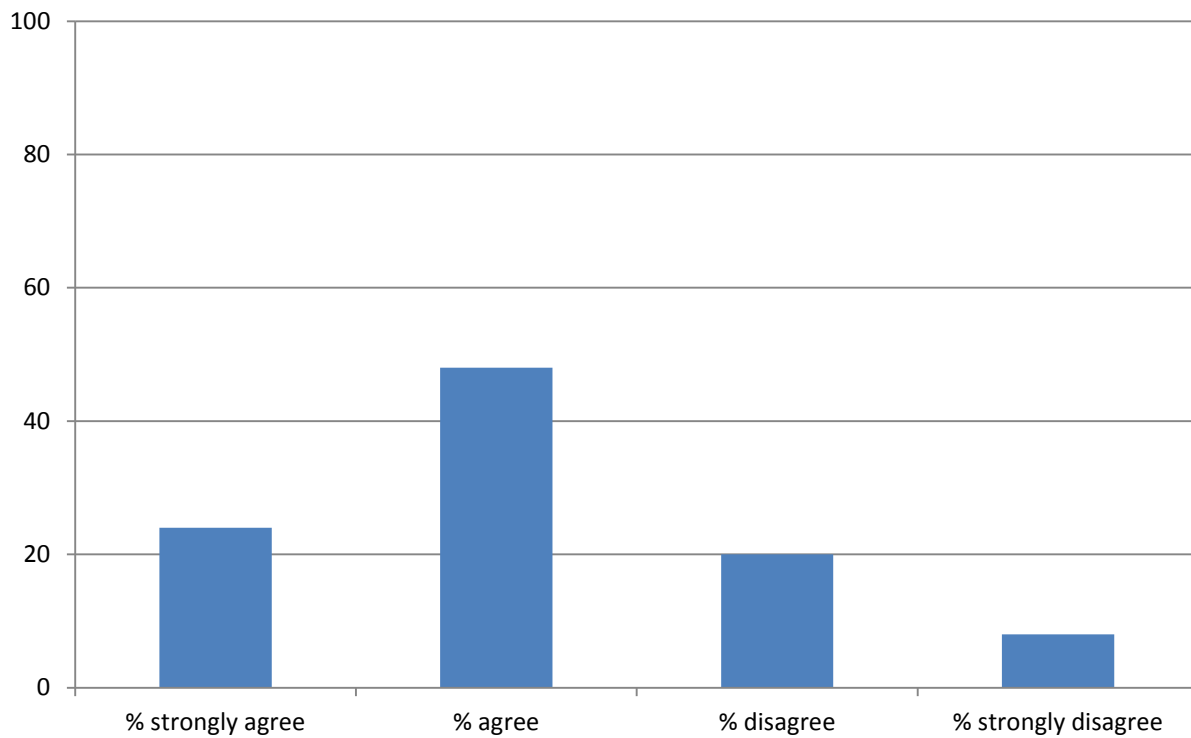


Figure 24: Response to Question 32. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=25)

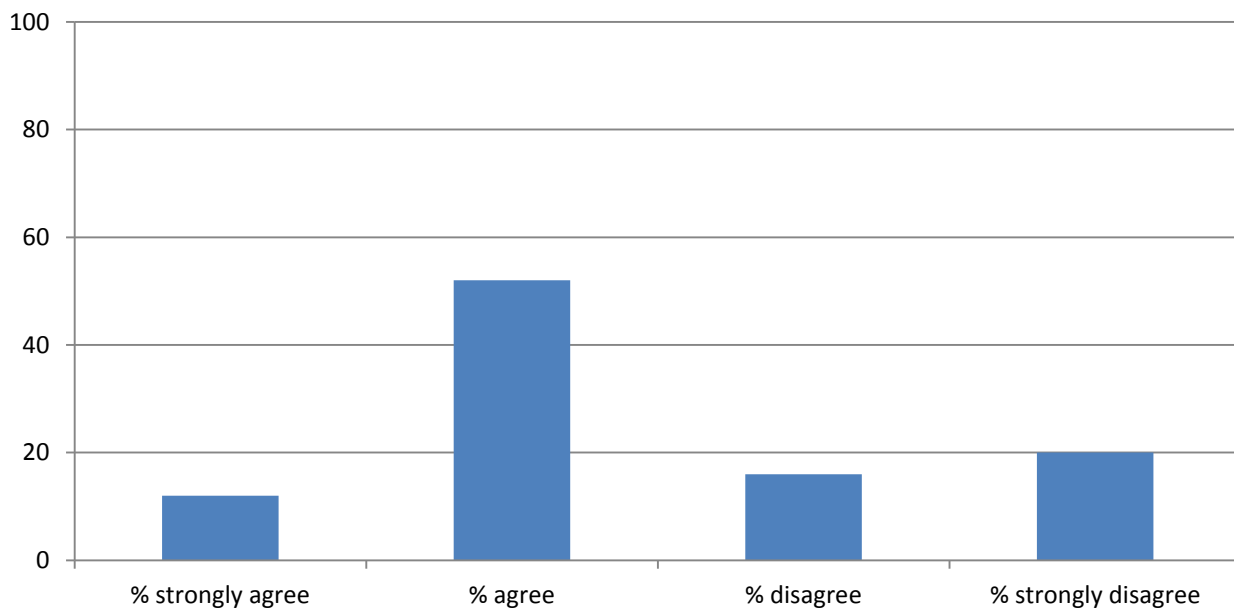


Figure 25: Response to Question 33. The unit outcomes describe clearly the expected learning for this unit (n=25)

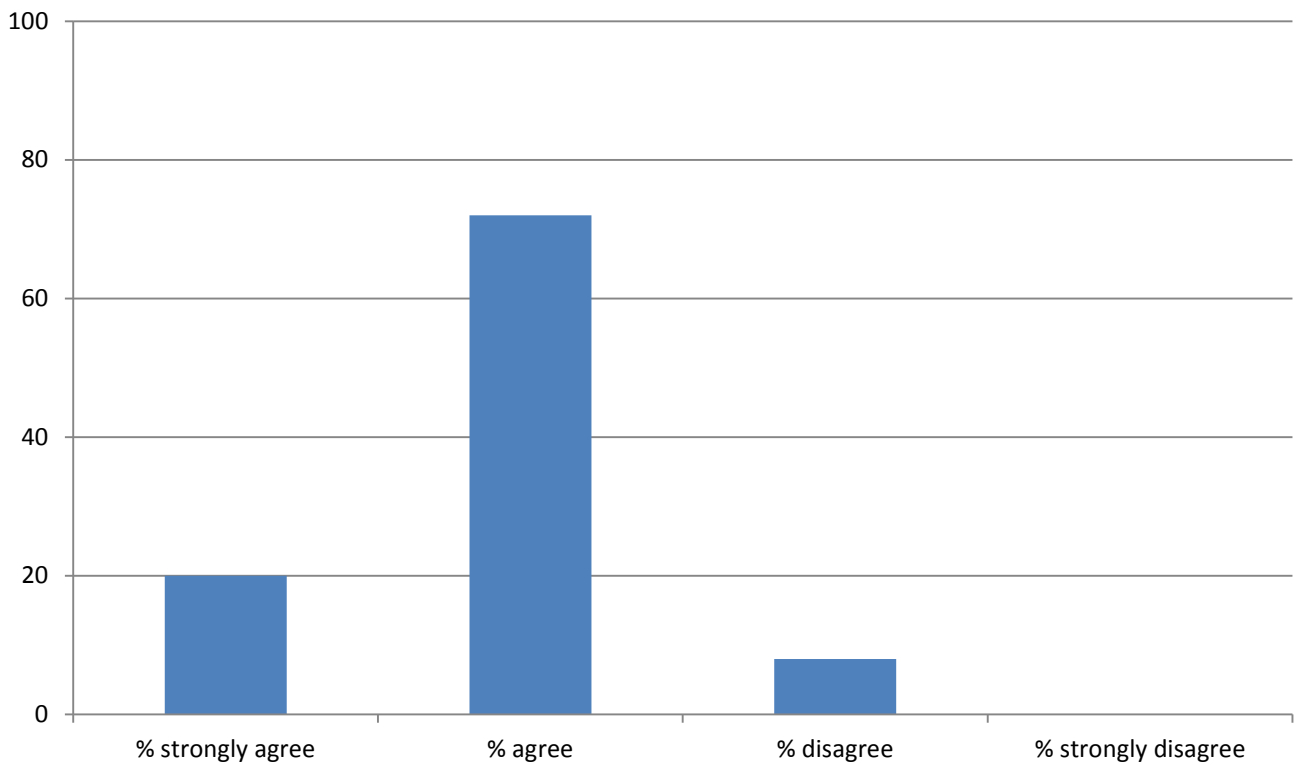


Figure 26: Response to Question 34. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=25)

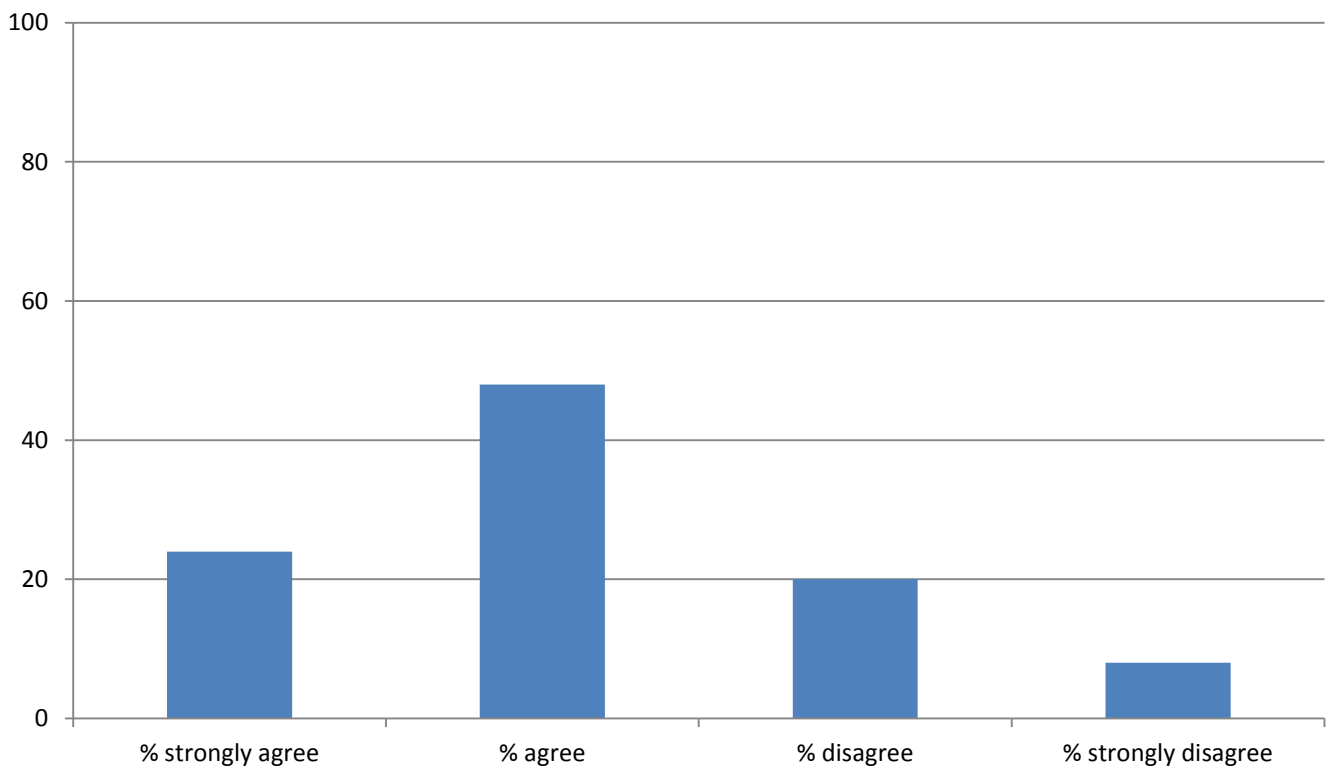


Figure 27: Response to Question 35. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n =24)

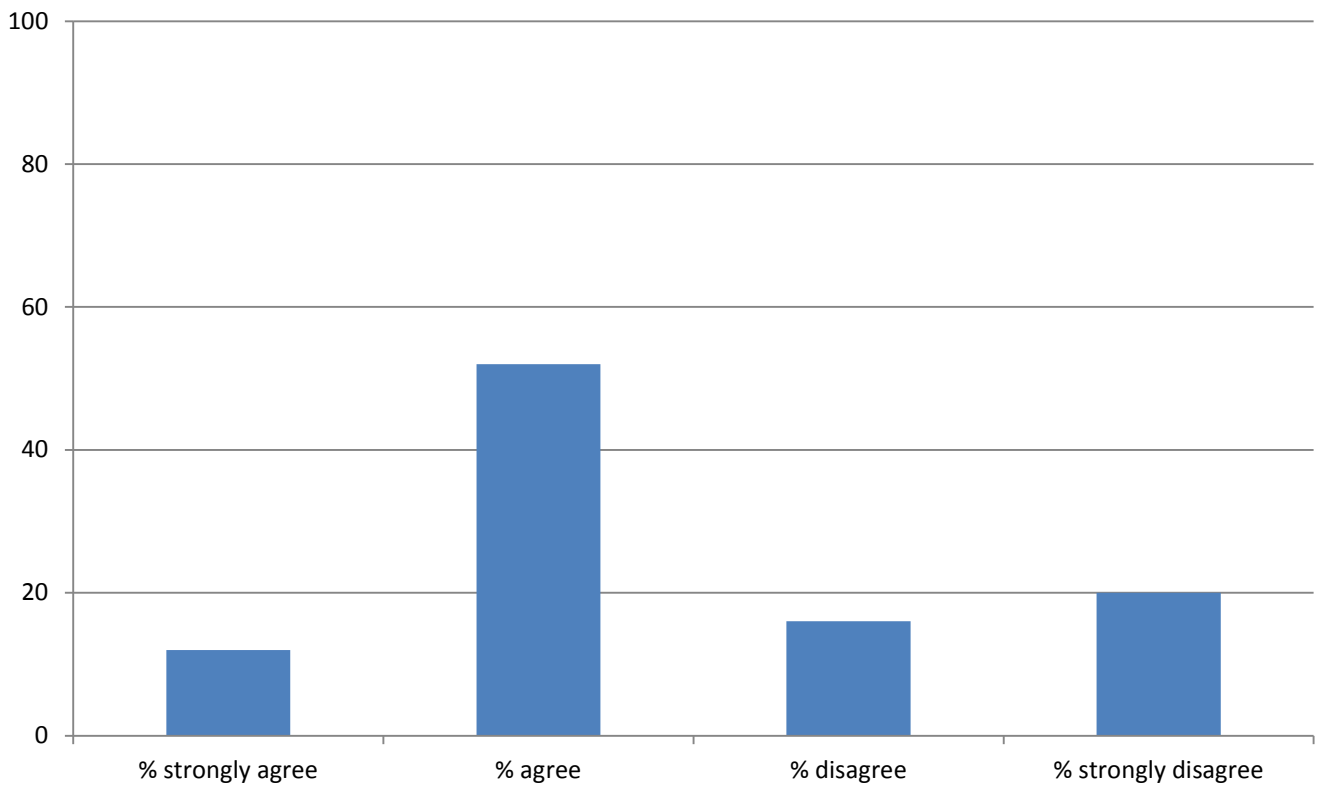


Figure 28: Response to Question 36. The content descriptions are specific about what is to be taught (n=24)

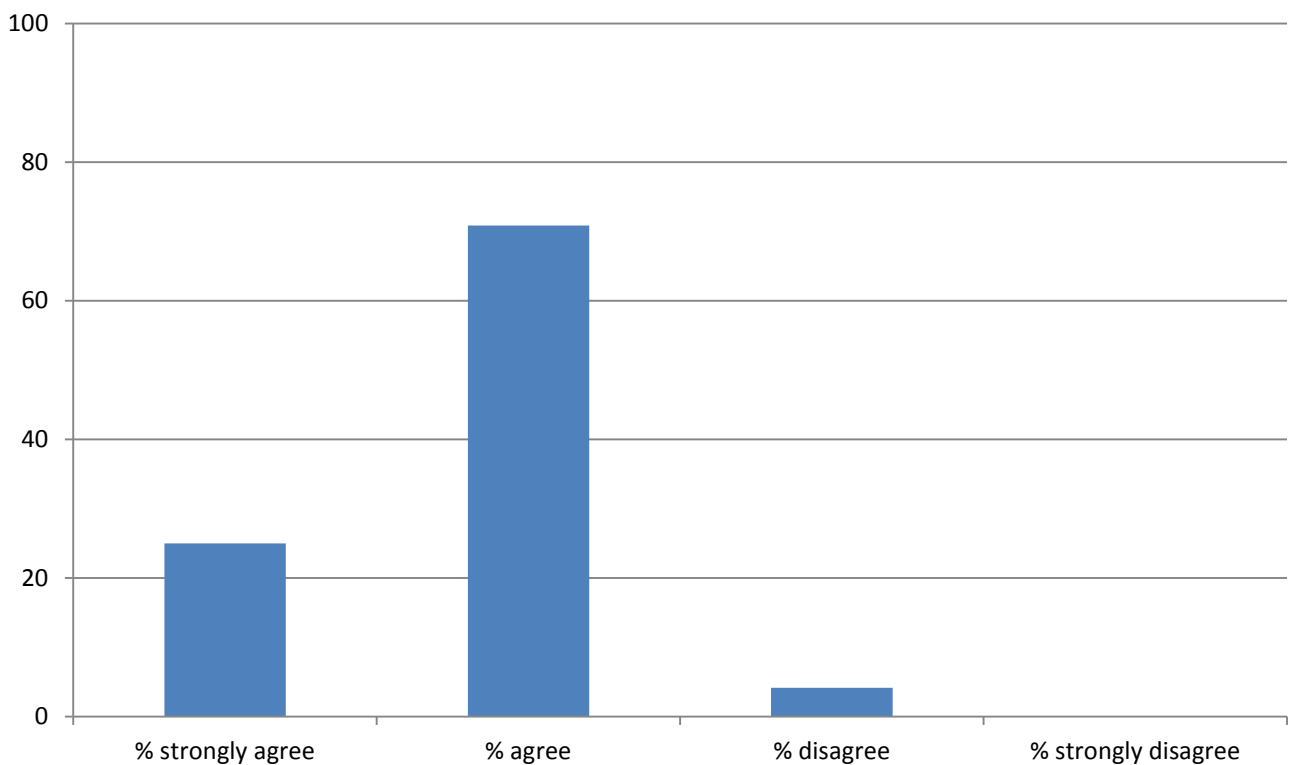


Figure 29: Response to Question 37. The unit description clearly describes the focus and scope for this unit (n=24)

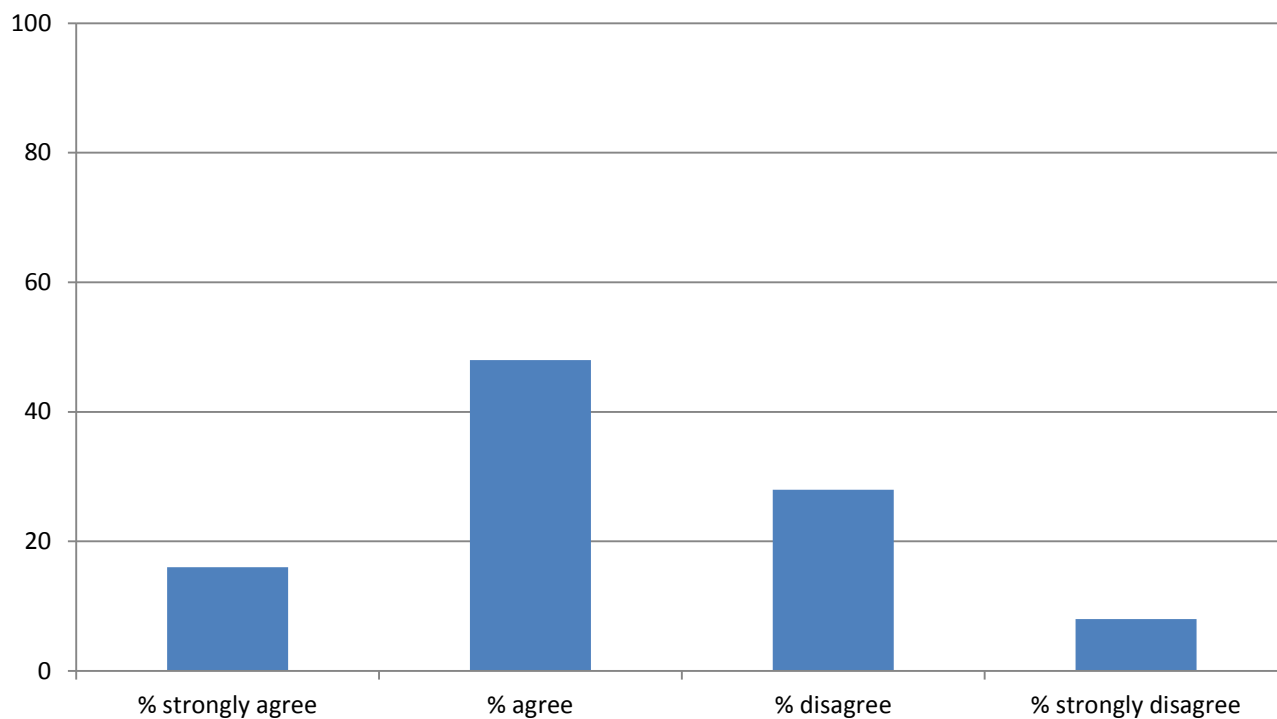


Figure 30: Response to Question 38. The content descriptions are specific about what is to be taught (n=23)

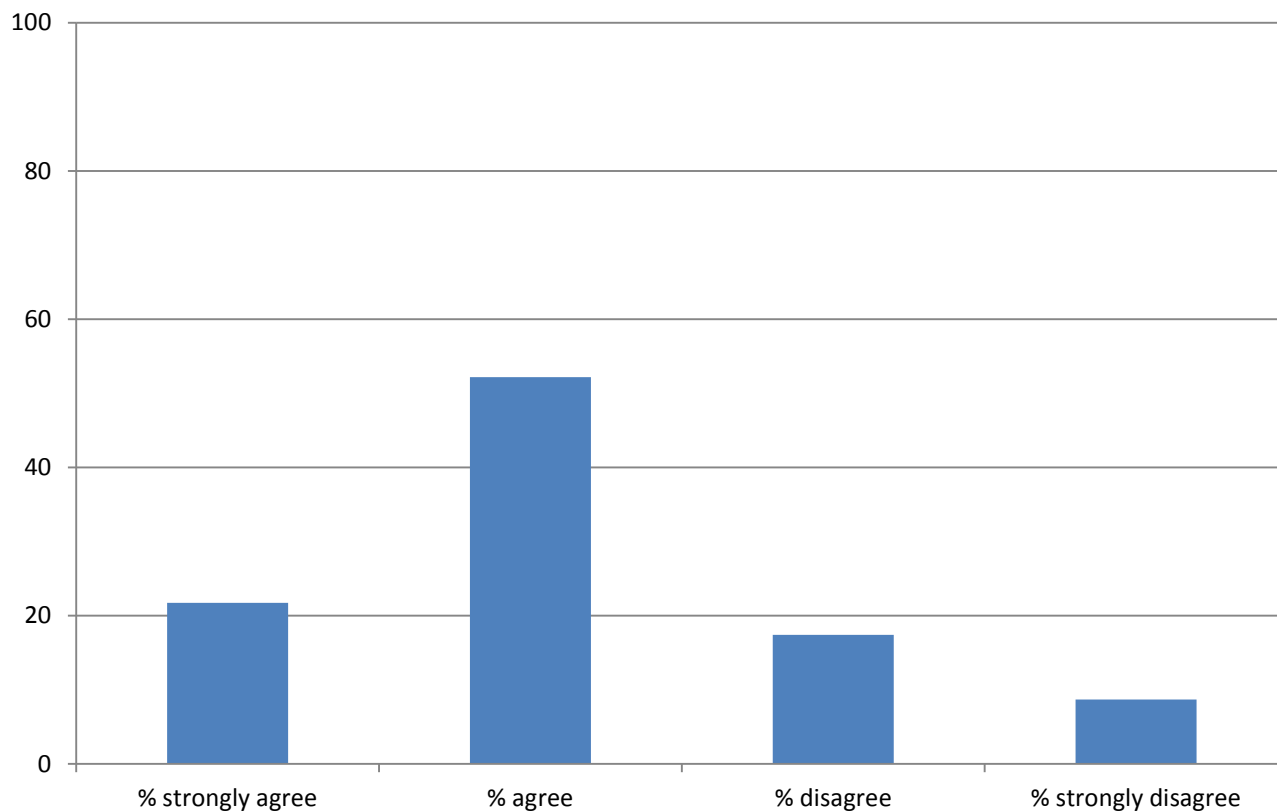


Figure 31: Response to Question 39. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=24)

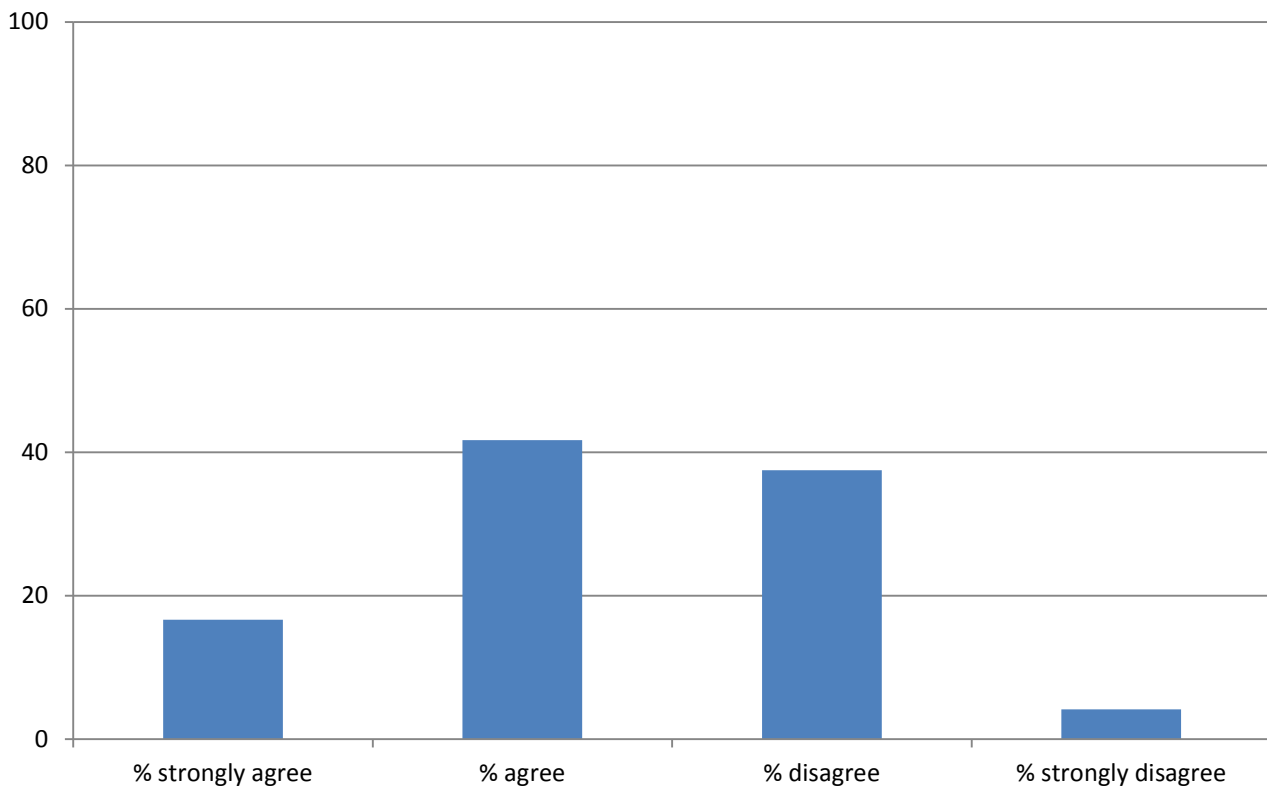


Figure 32: Response to Question 40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=24)

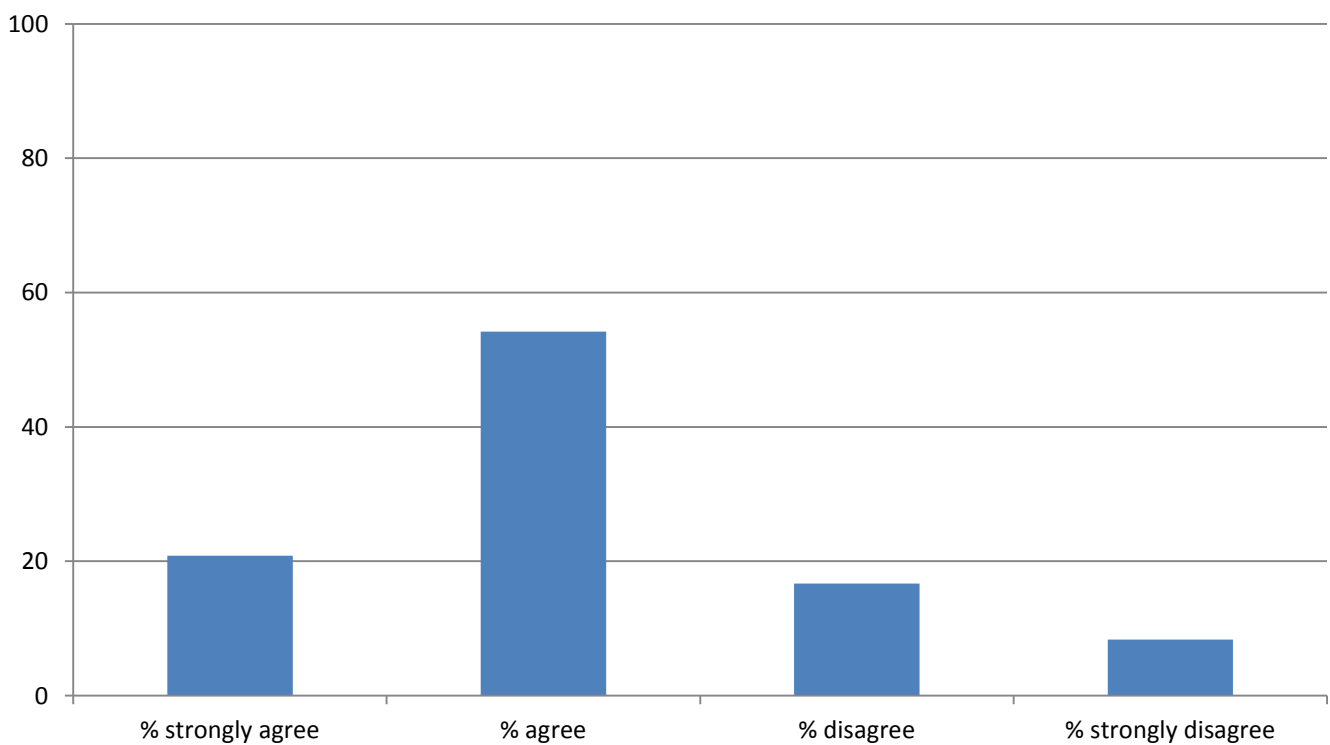




Figure 33: Response to Question 41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=24)

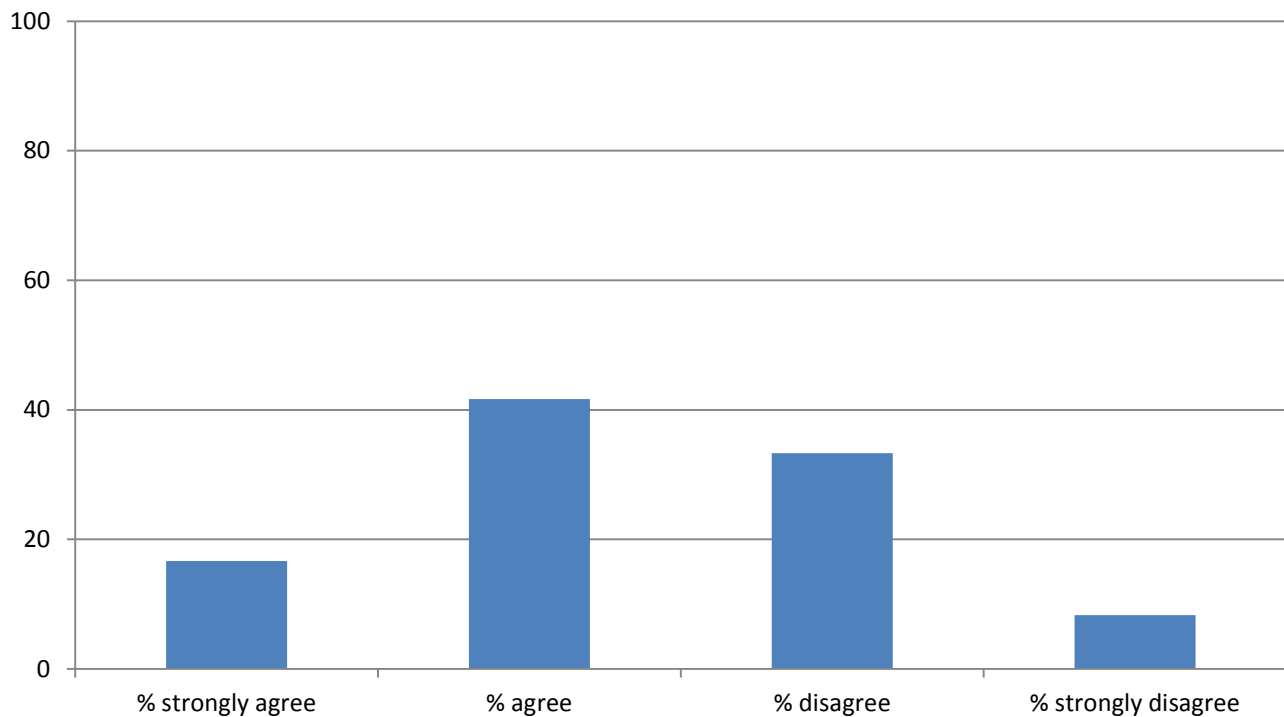


Figure 34: Response to Question 42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=24)

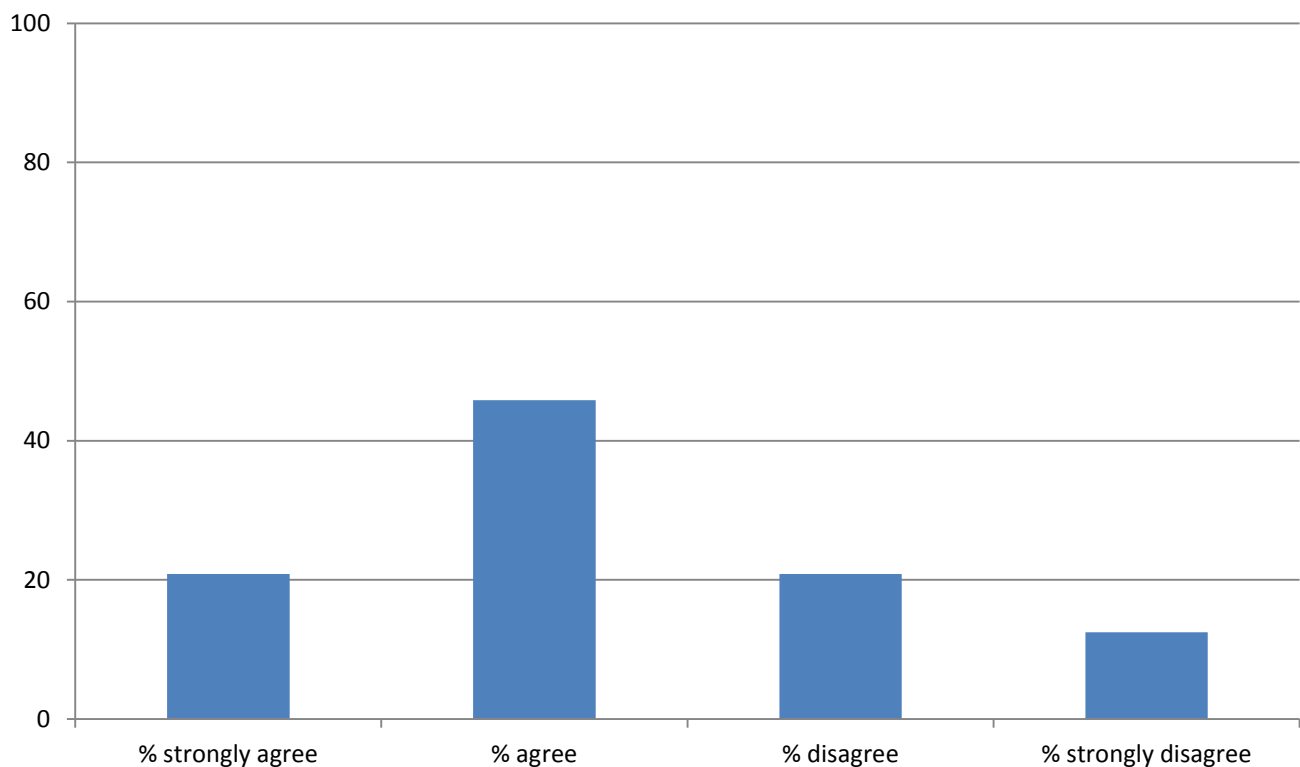


Figure 35: Response to Question 43. The general capabilities that naturally fit with this subject are appropriately represented (n=24)

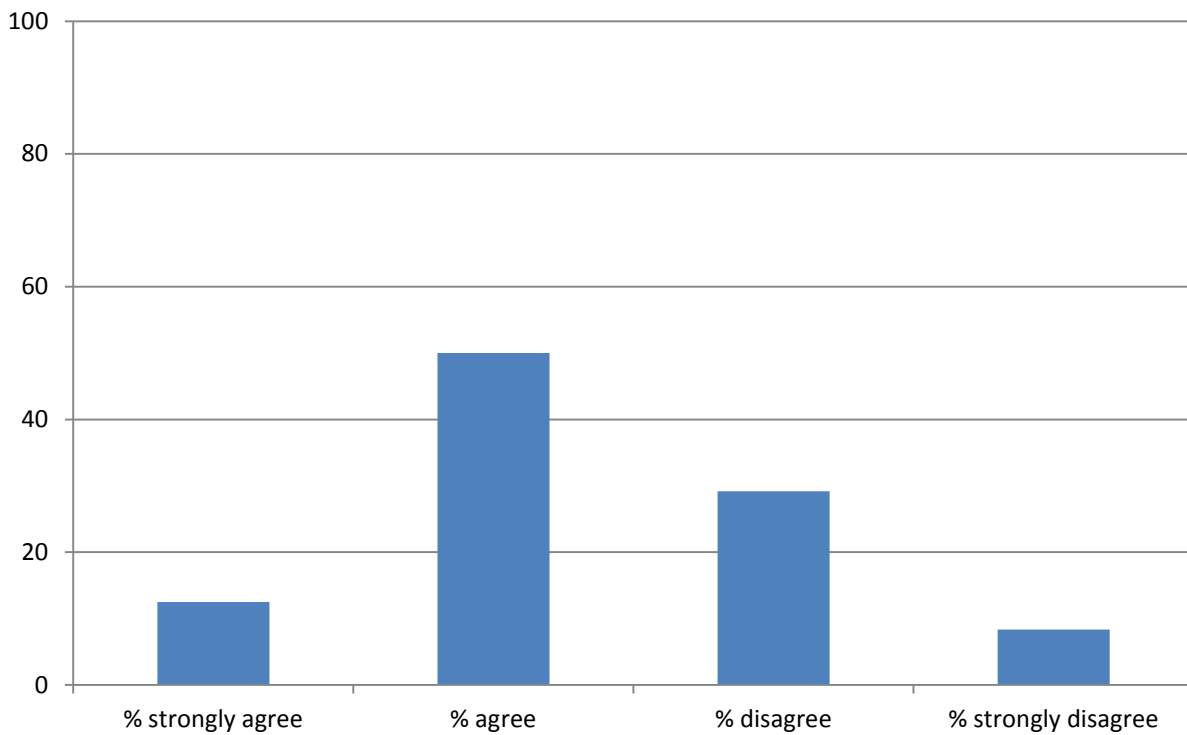


Figure 36: Response to Question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented (n=23)

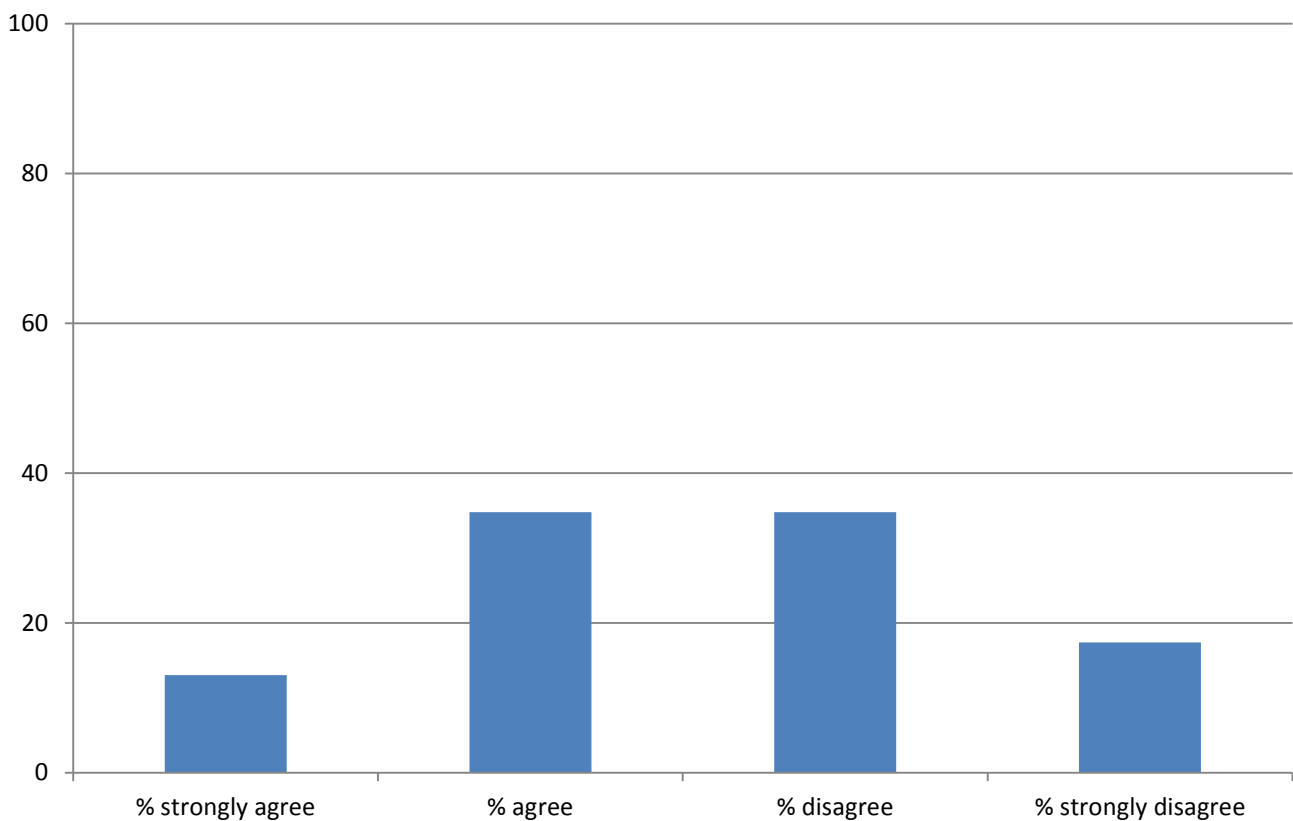


Figure 37: Response to Question 45. Glossary (n=23)

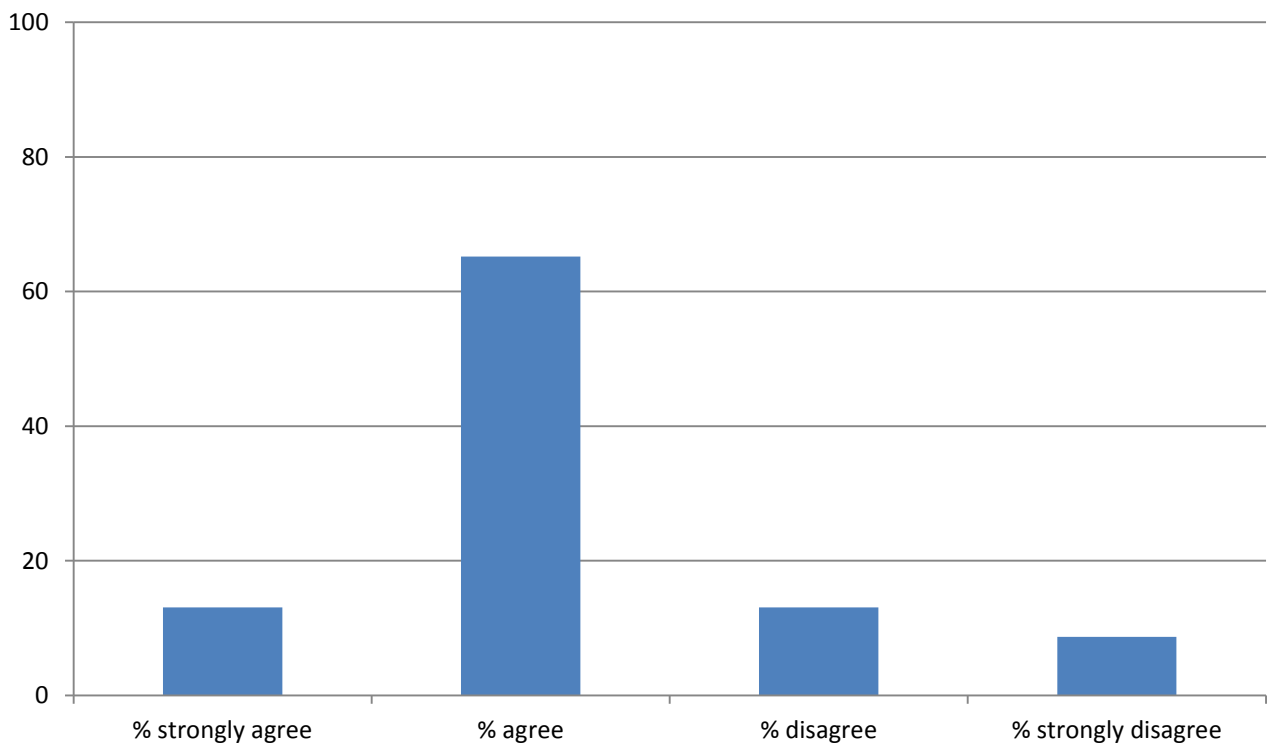


Figure 38: Response to Question 46. The topic electives for each unit are generally comparable in terms of the depth of teaching and learning required (n=25)

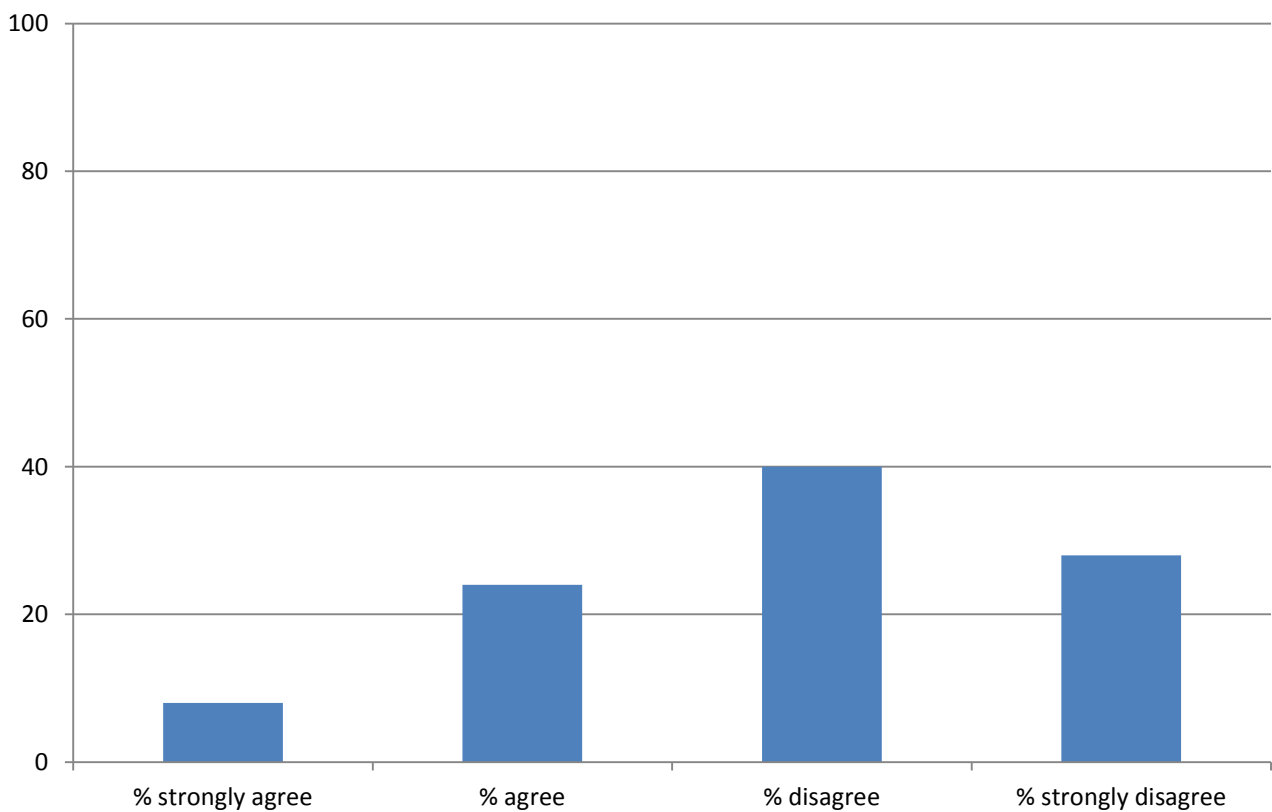
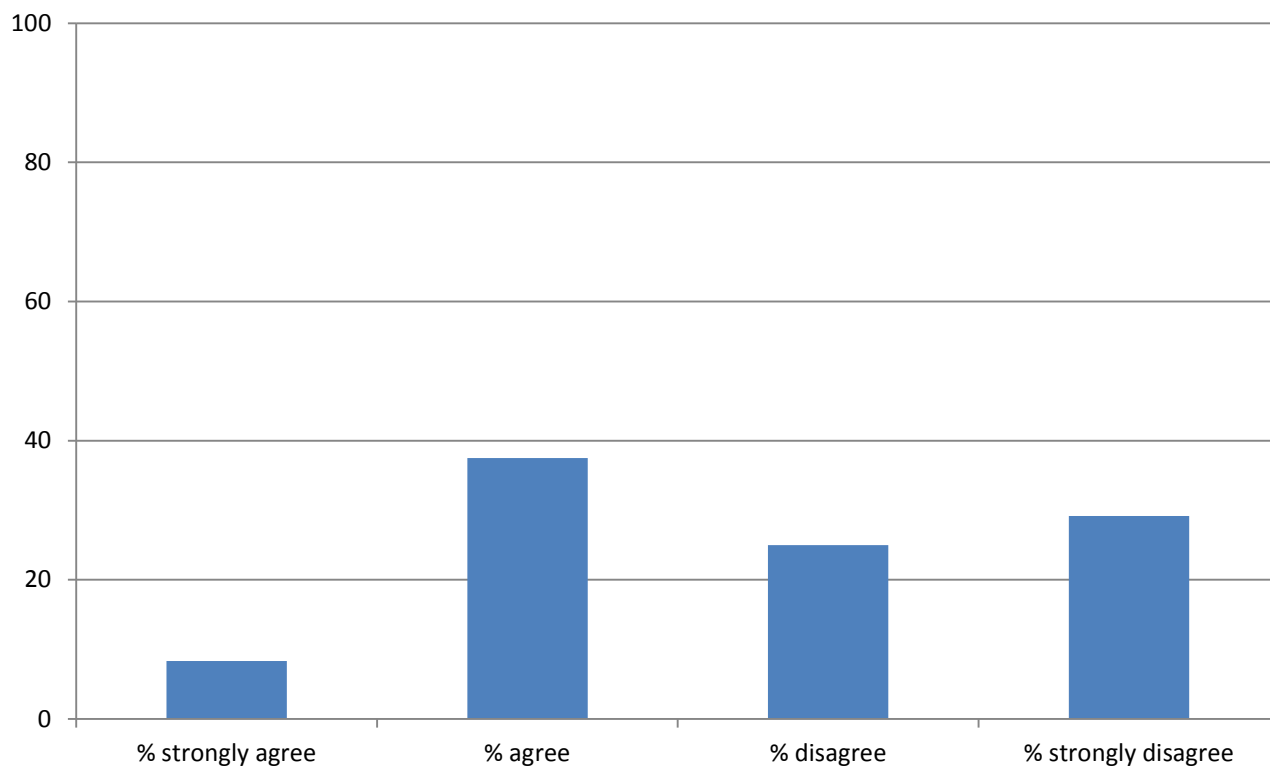


Figure 39: Response to Question 47. The number of topic electives to be studied across the units enables an appropriate breadth of study (n=24)



## Modern History

Figure 1: Response to Question 9. The rationale provides clarity about the subject's broad scope, distinctive nature and importance (n=11)

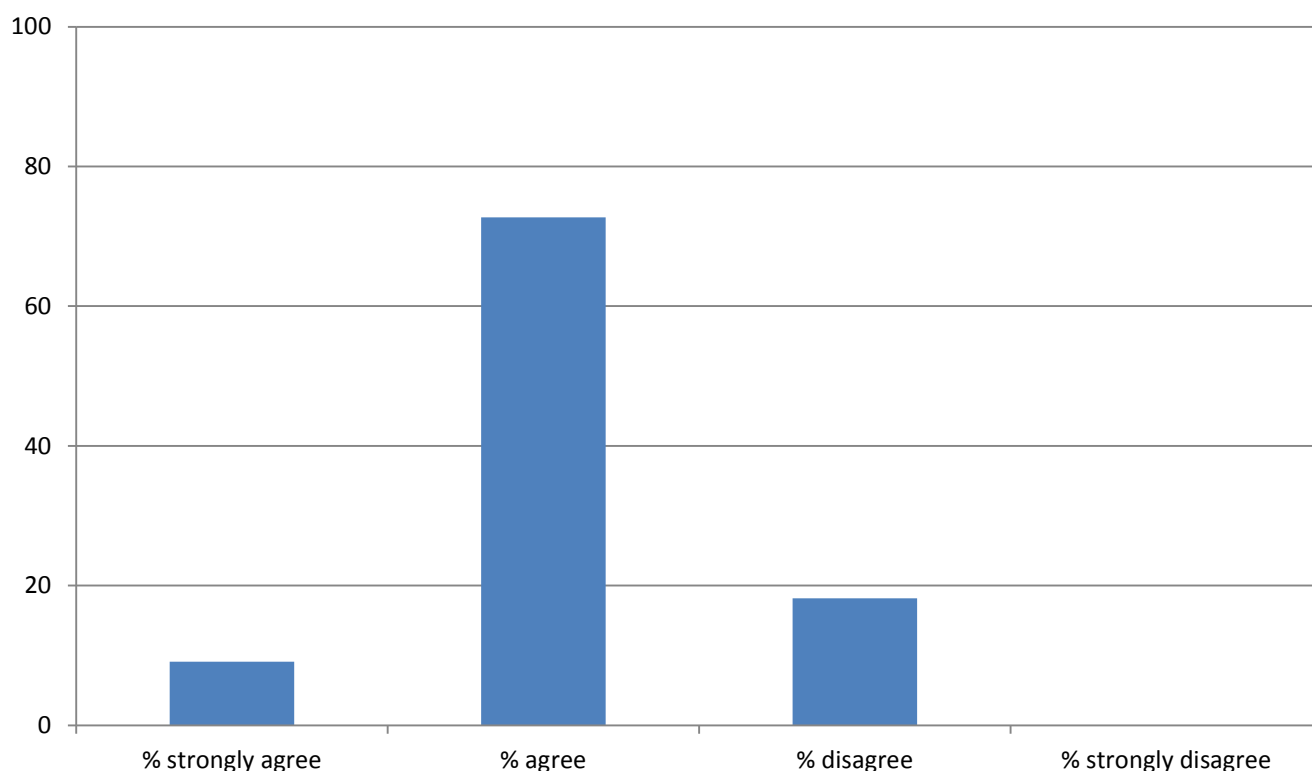


Figure 2: Response to Question 10. The aims comprehensively describe the intended learning as a result of studying the subject (n=30)

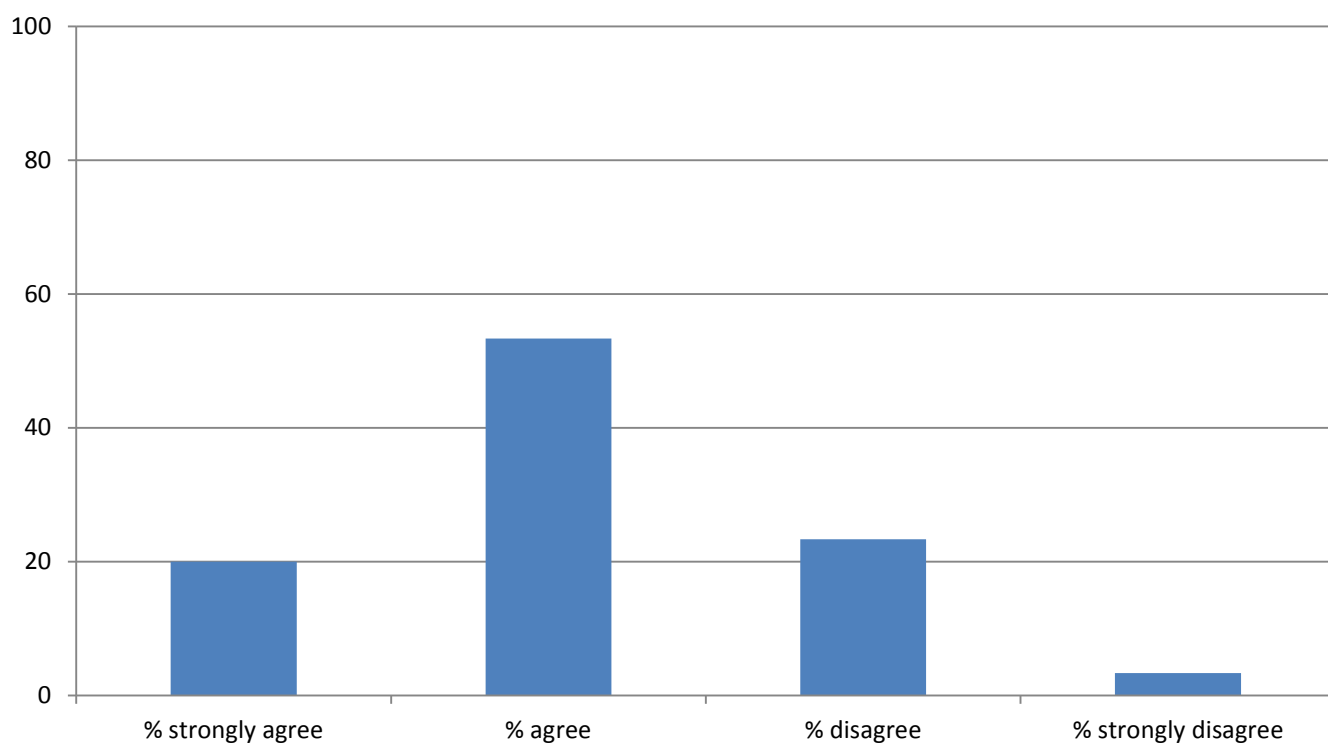


Figure 3: Response to Question 11. The four unit structure has internal logic and coherence (n=38)

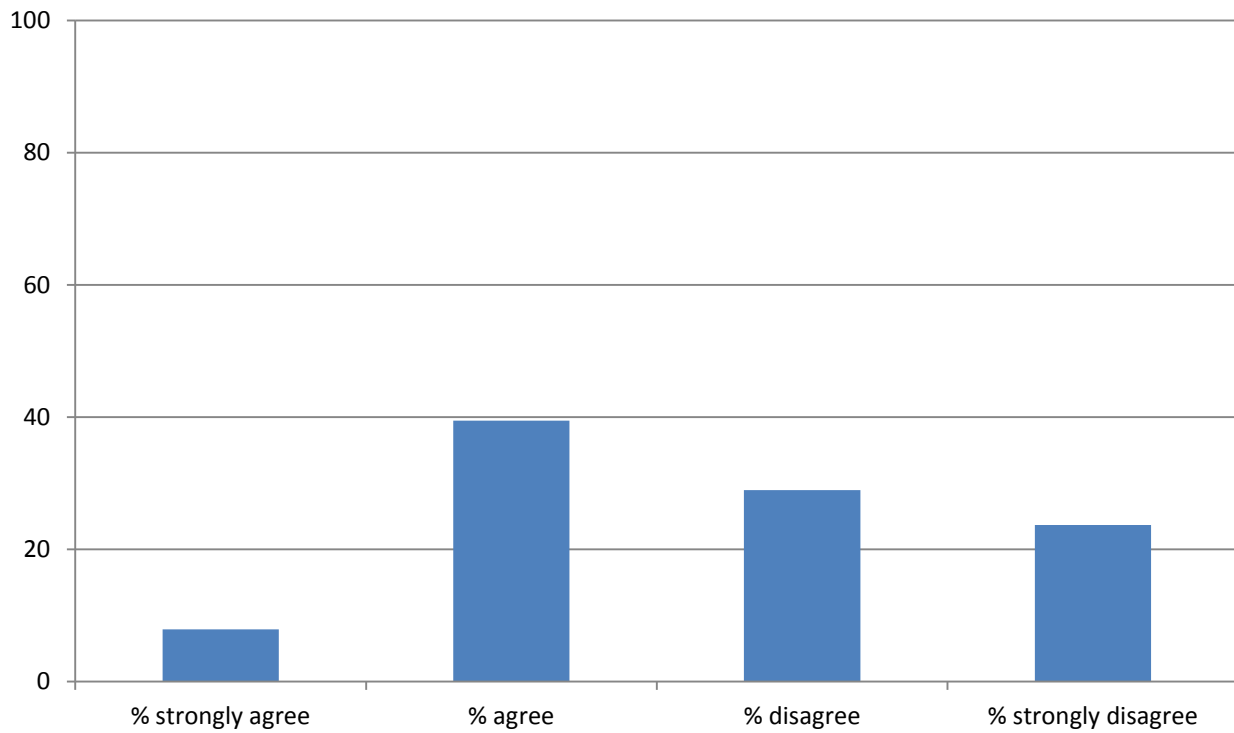


Figure 4: Response to Question 12. Units 3 and 4 are more cognitively demanding than units 1 and 2 (n=39)

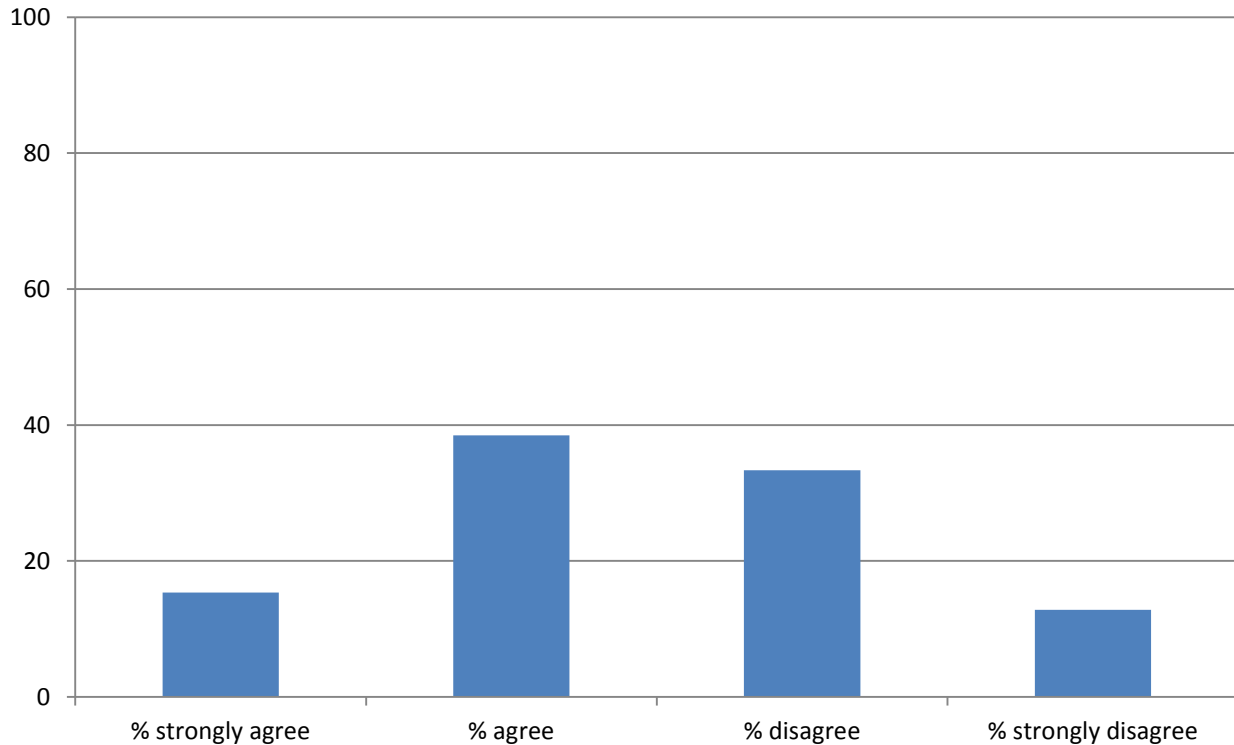


Figure 5: Response to Question 13. There is a clear link between this senior secondary curriculum and the relevant F-10 Australian Curriculum (n=38)

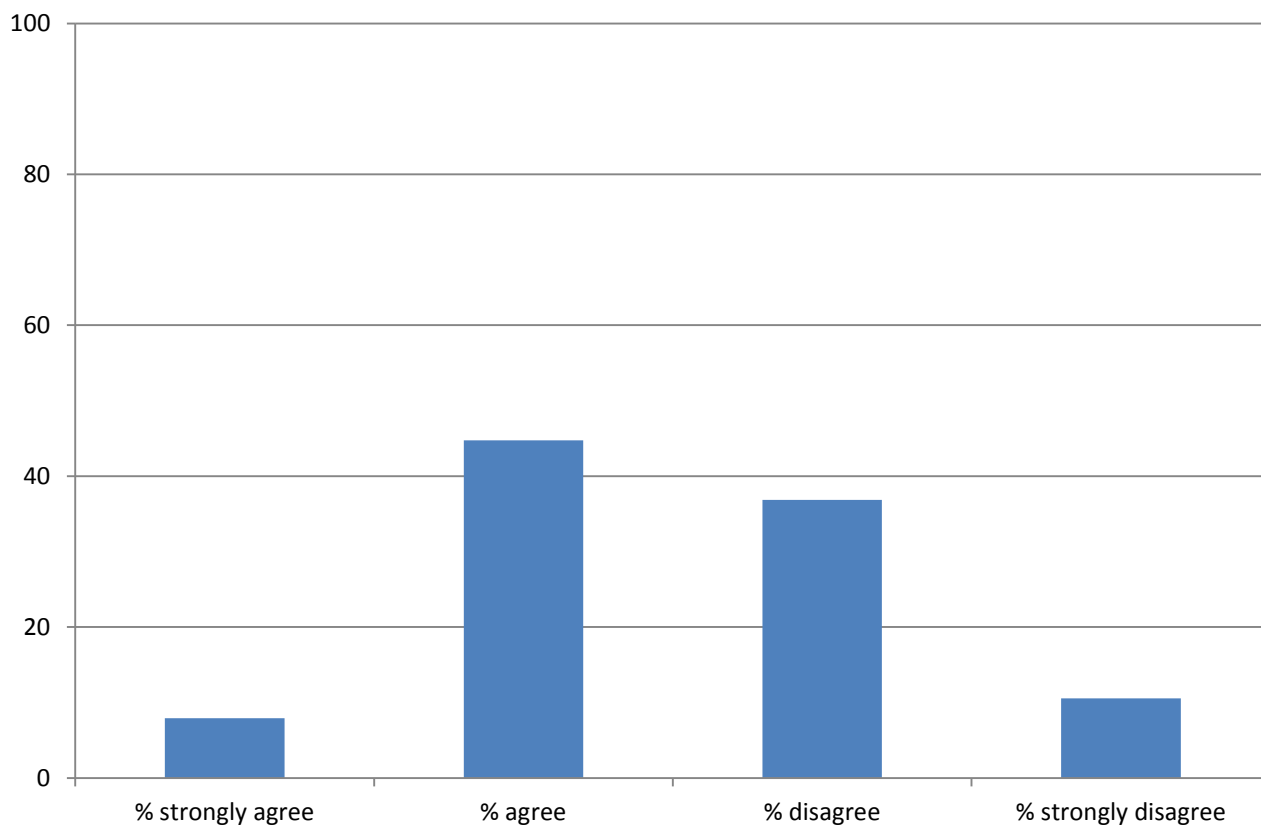


Figure 6: Response to Question 14. The achievement standards across units 1 and 2 and units 3 and 4 are organised in an order consistent with your experience (n=33)

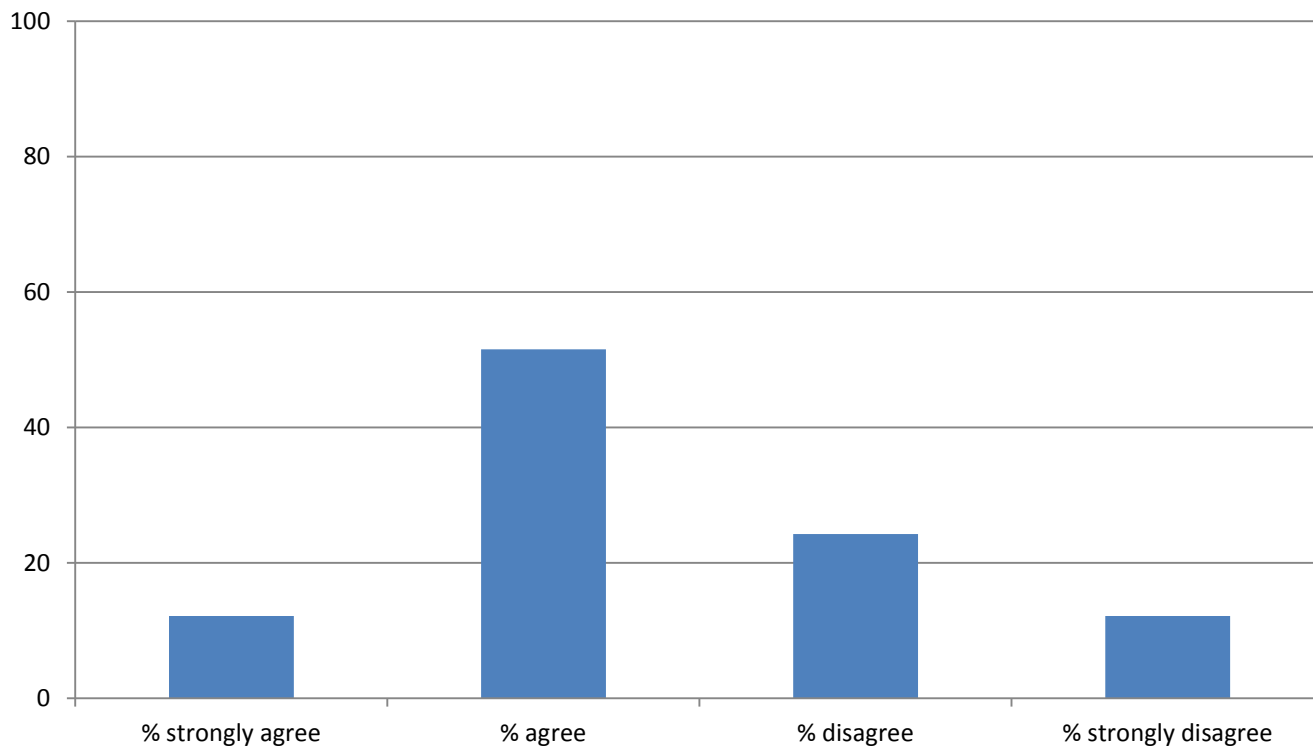


Figure 7: Response to Question 15. The unit description describes the focus and scope for this unit (n=38)

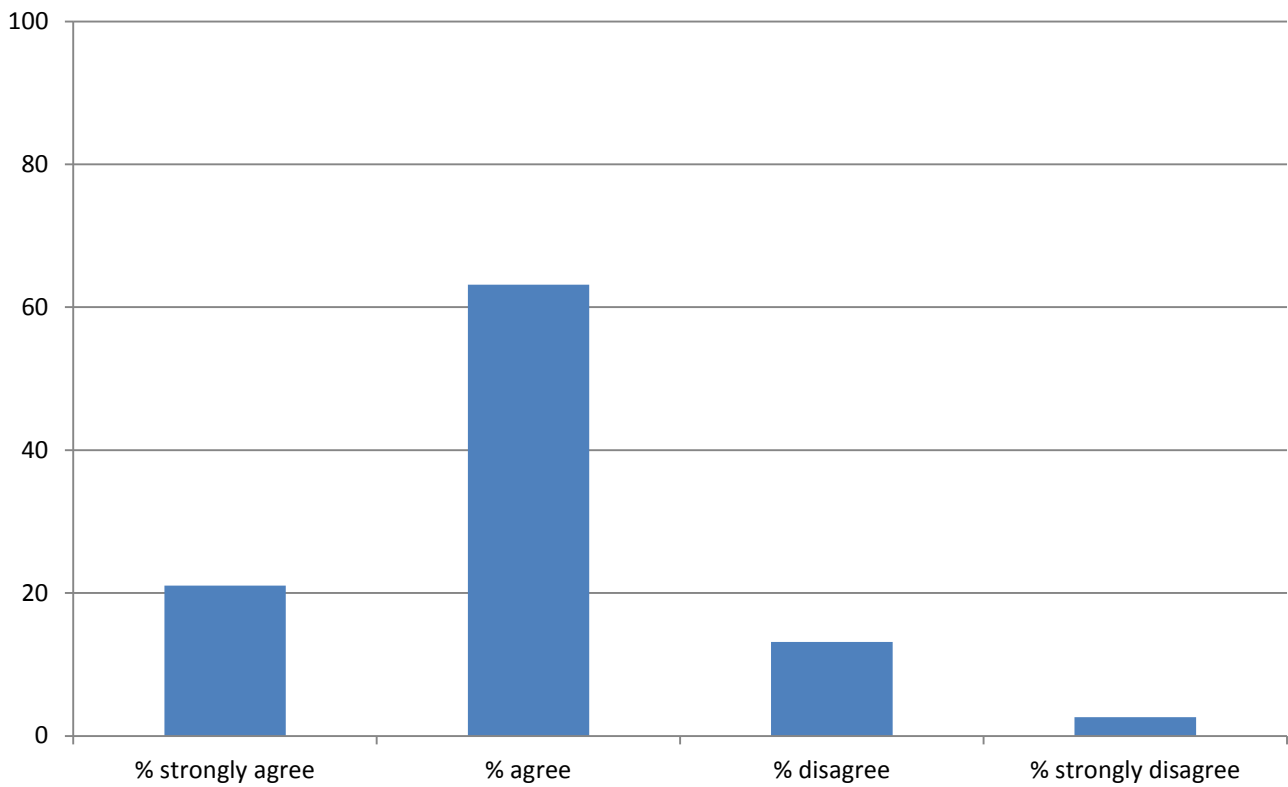


Figure 8: Response to Question 16. The unit outcomes describe clearly the expected learning for this unit (n=38)

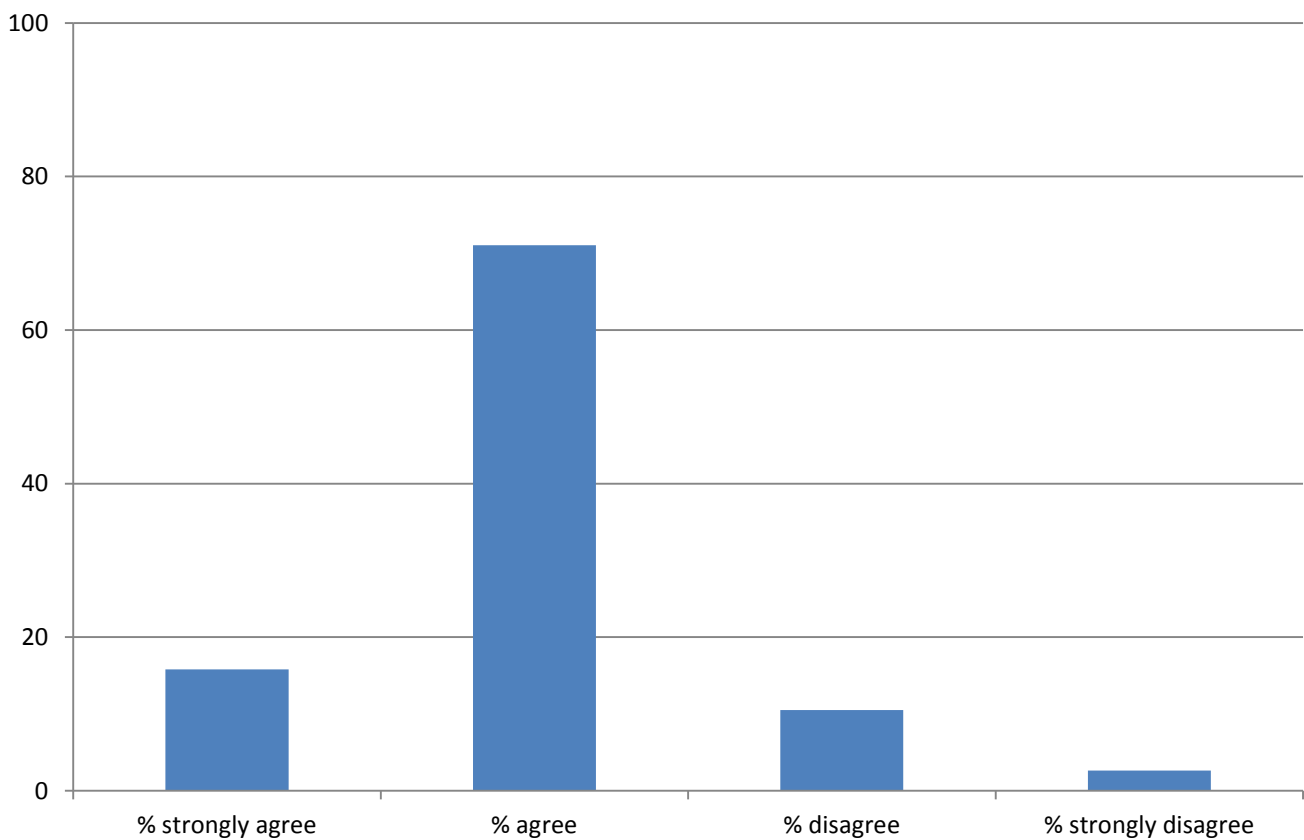




Figure 9: Response to Question 17. The unit contains relevant and appropriate content (knowledge, understanding and skills) ( n=38)

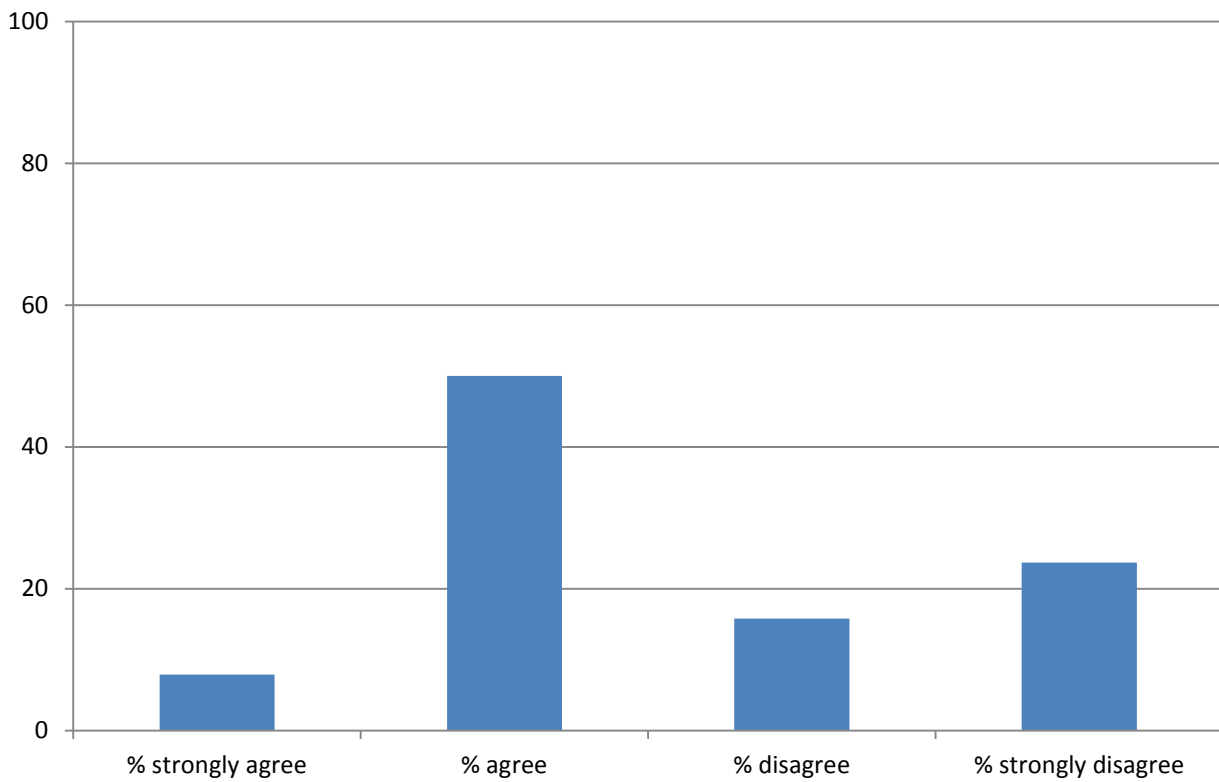


Figure 10: Response to Question 18. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=36)

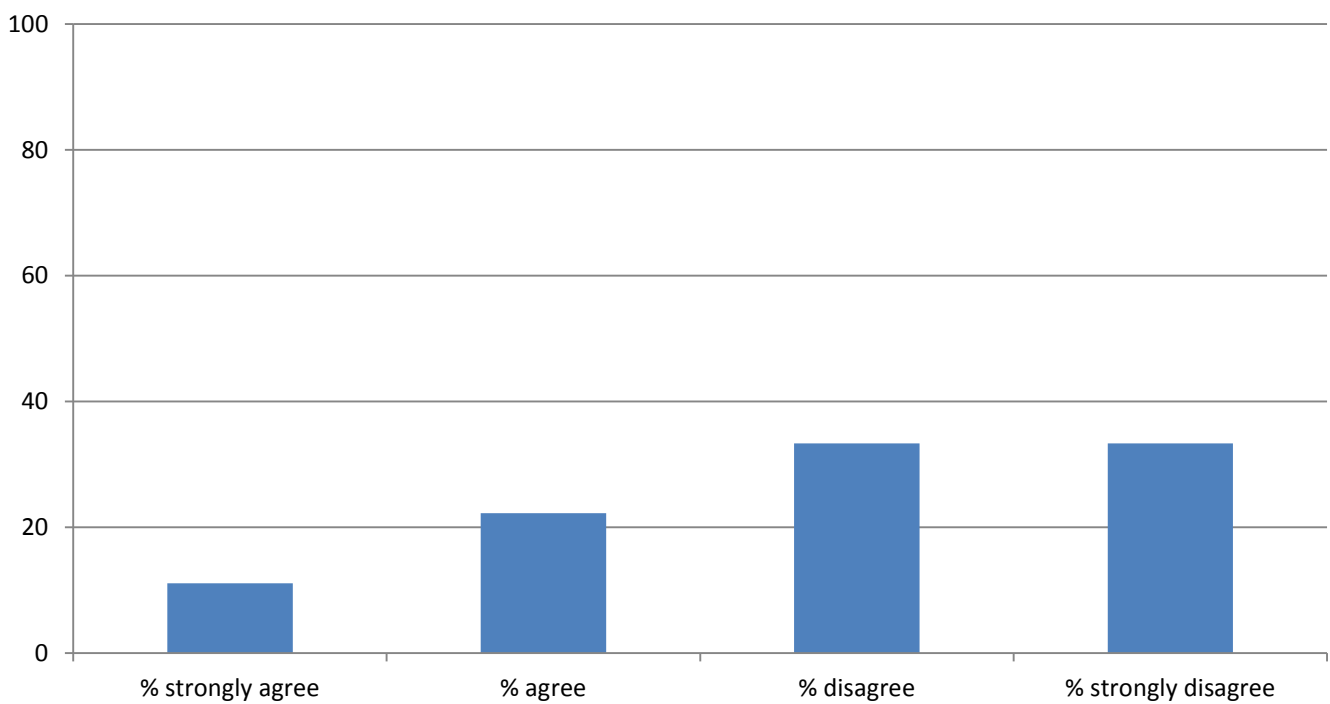


Figure 11: Response to Question 19. The content descriptions are specific about what is to be taught (n=37)

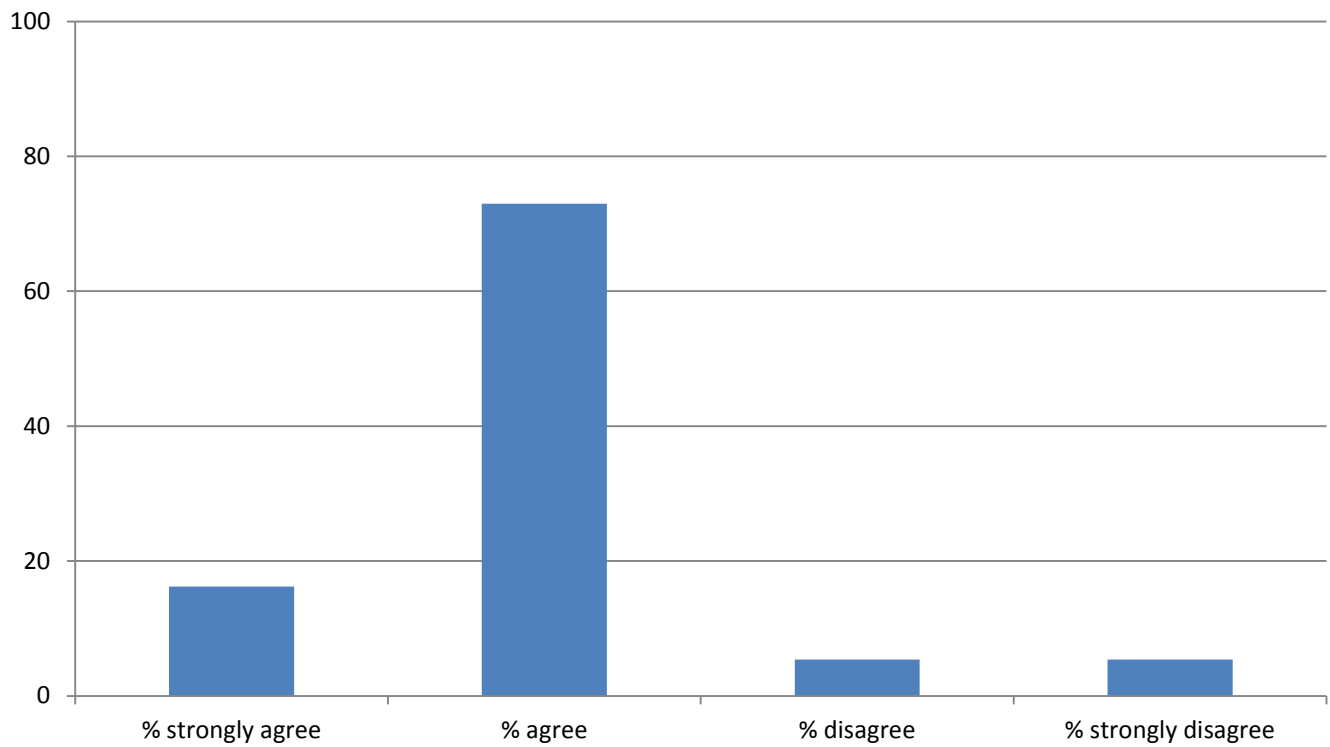


Figure 12: Response to Question 20. The unit description clearly describes the focus and scope for this unit (n=38)

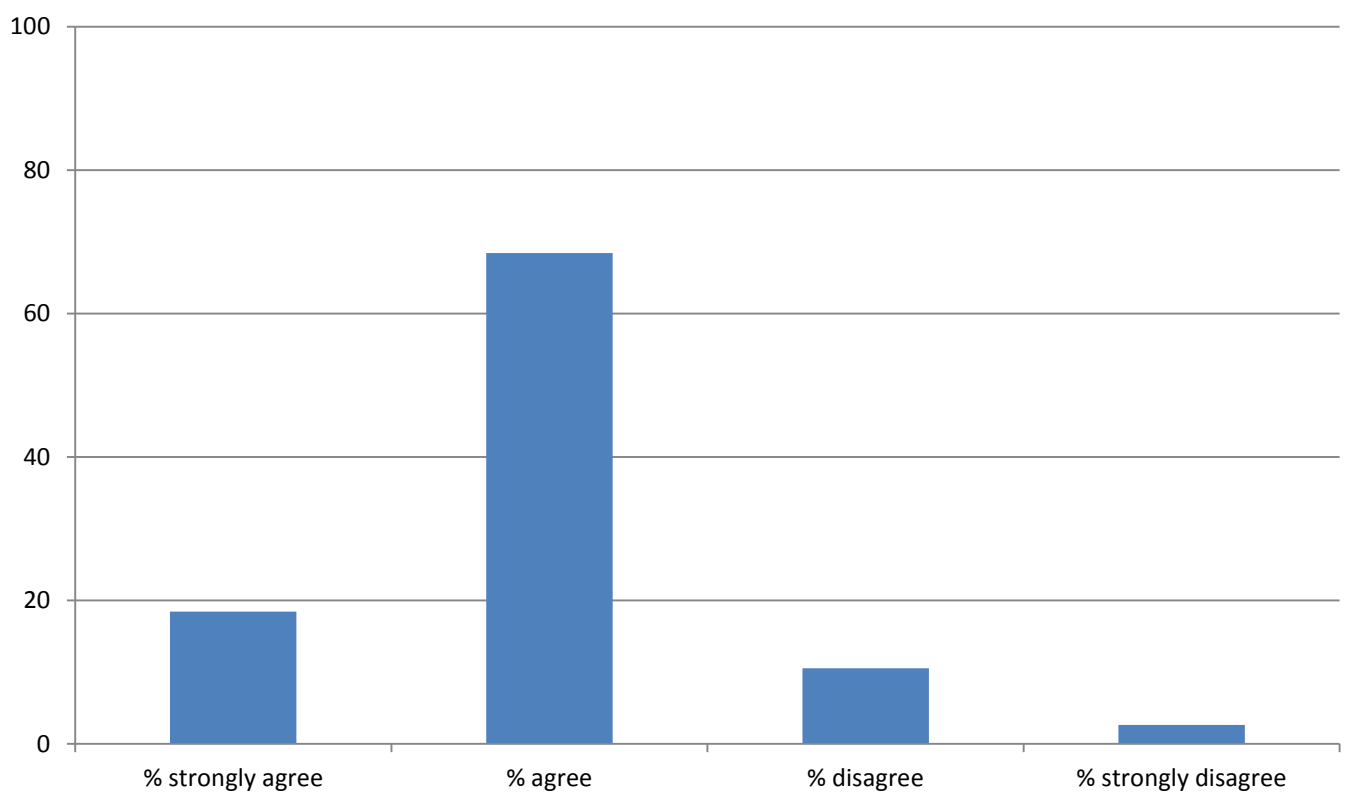


Figure 13: Response to Question 21. The unit outcomes describe clearly the expected learning for this unit (n=38)

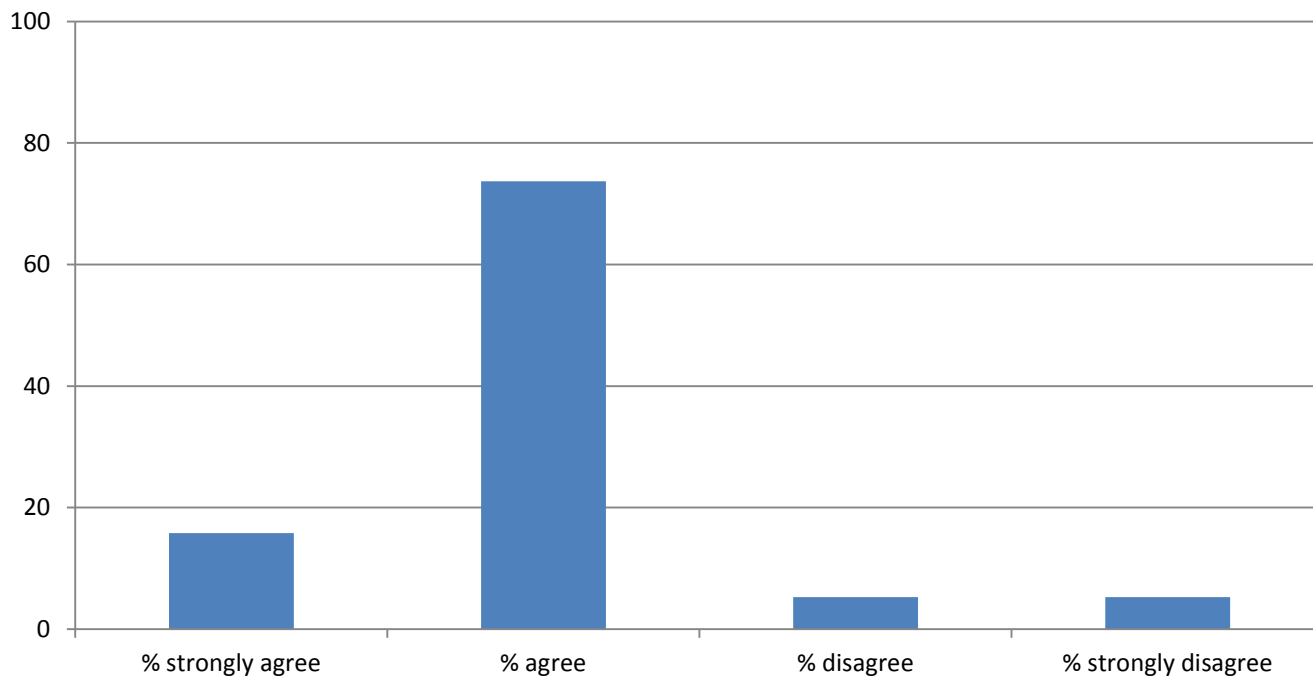


Figure 14: Response to Question 22. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=39)

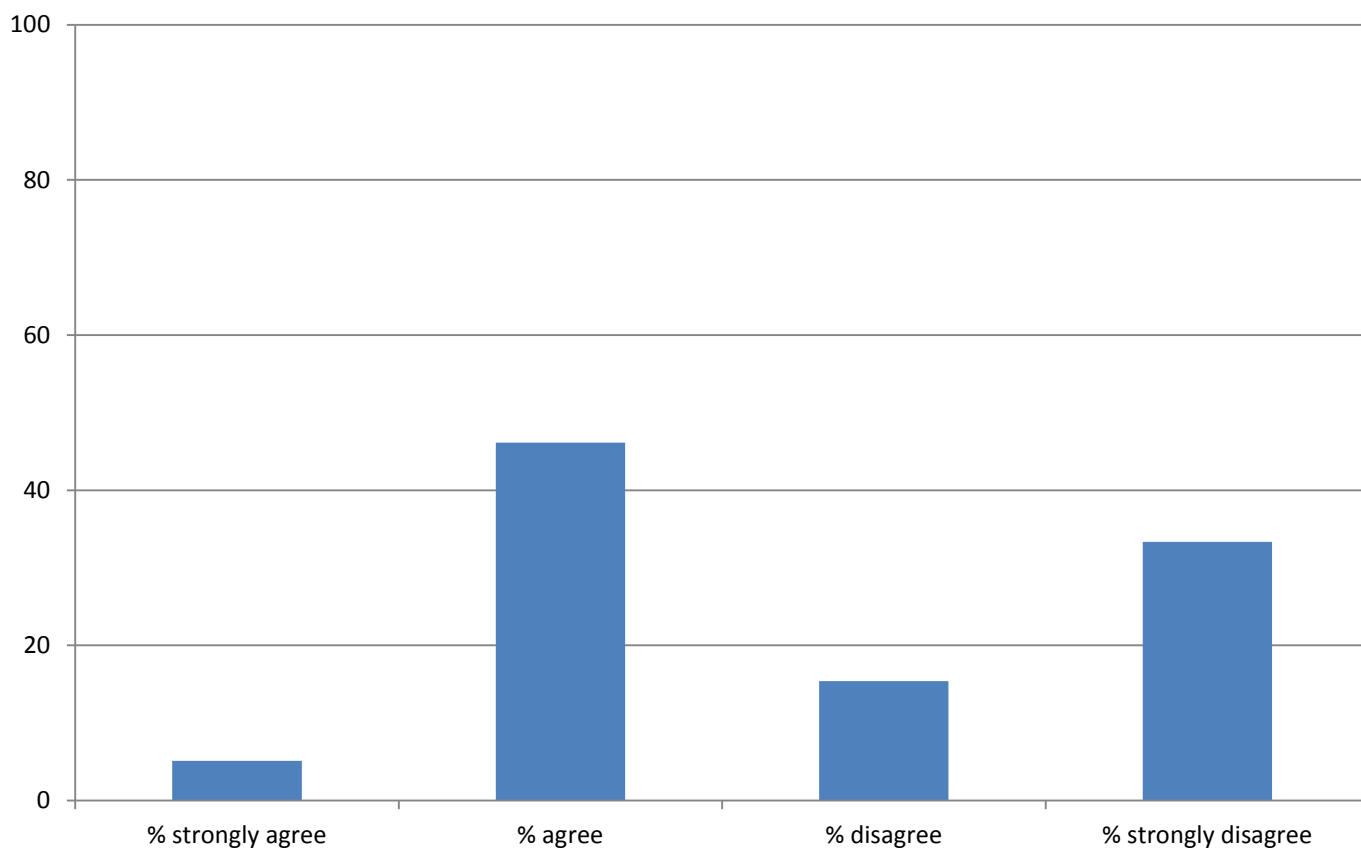


Figure 15: Response to Question 23. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=37)

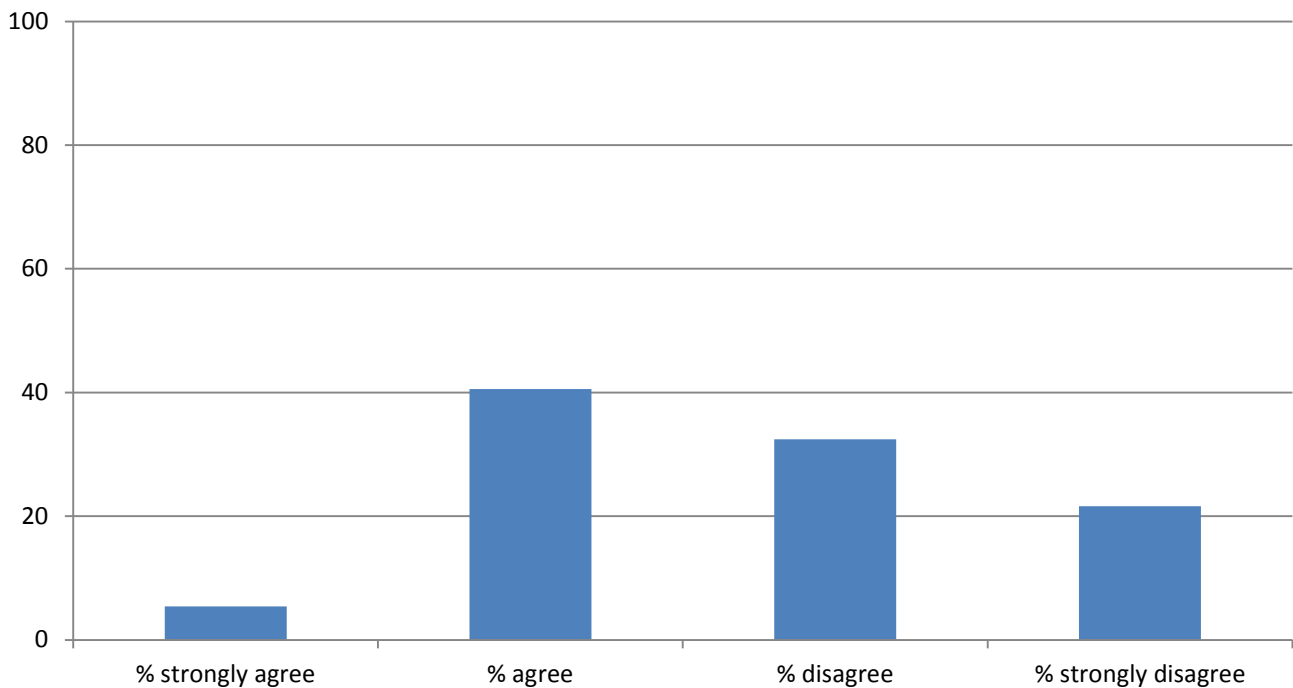


Figure 16: Response to Question 24. The content descriptions are specific about what is to be taught (n=37)

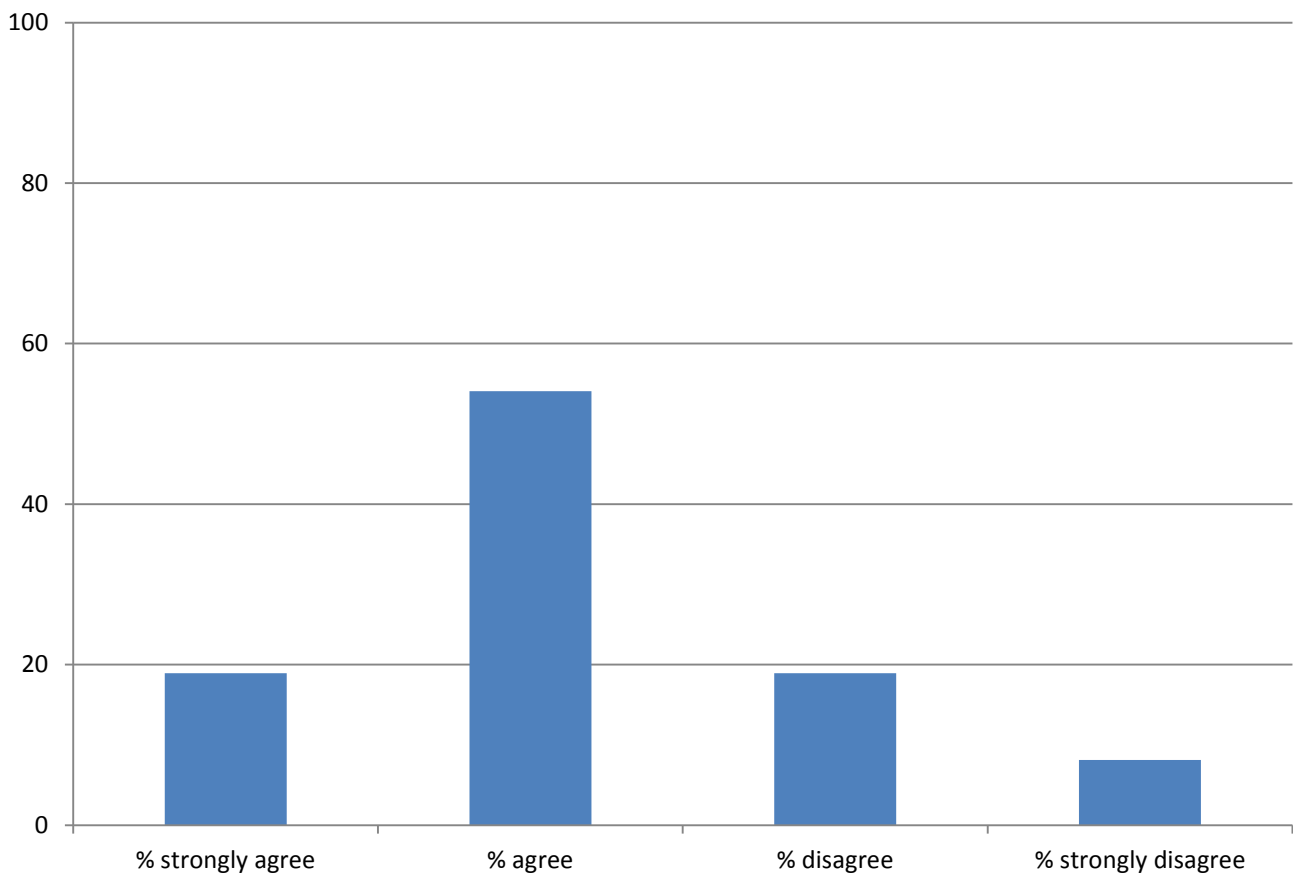


Figure 17: Response to Question 25. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions

(n=35)

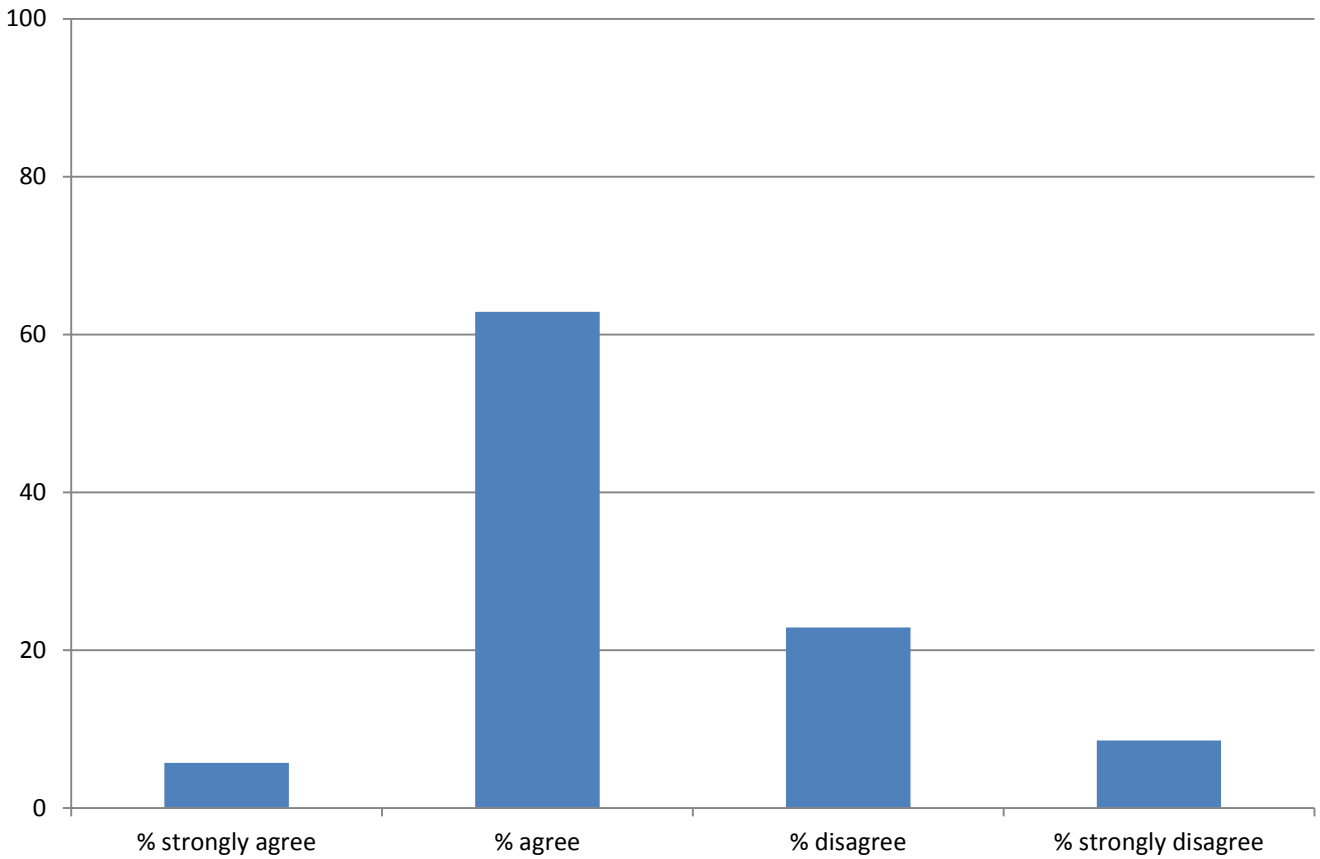


Figure 18: Response to Question 26. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=35)

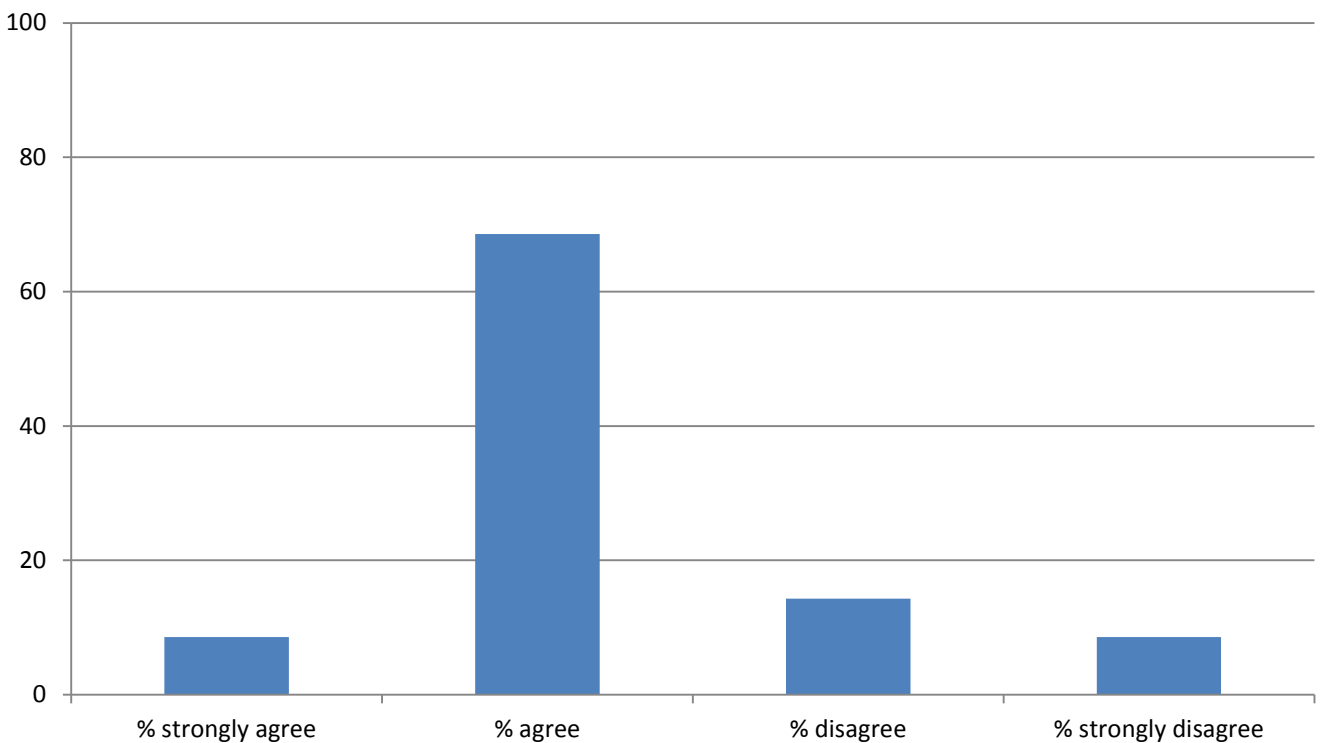


Figure 19: Response to Question 27. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=35)

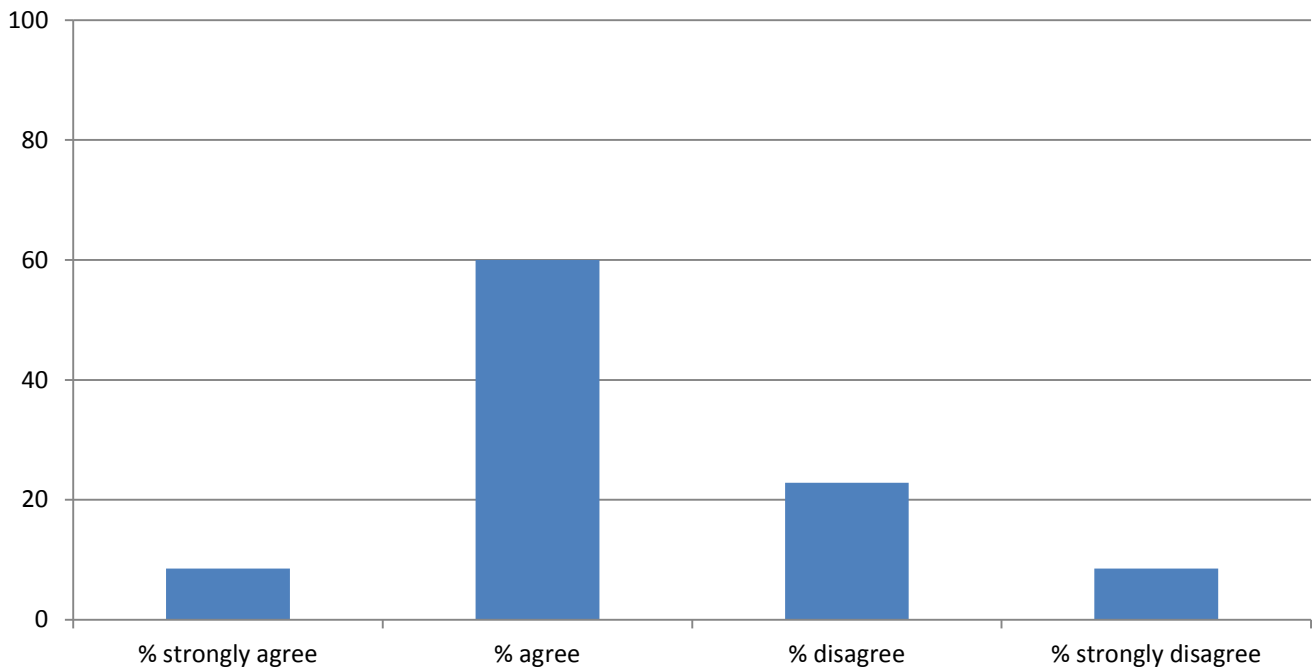


Figure 20: Response to Question 28. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=35)

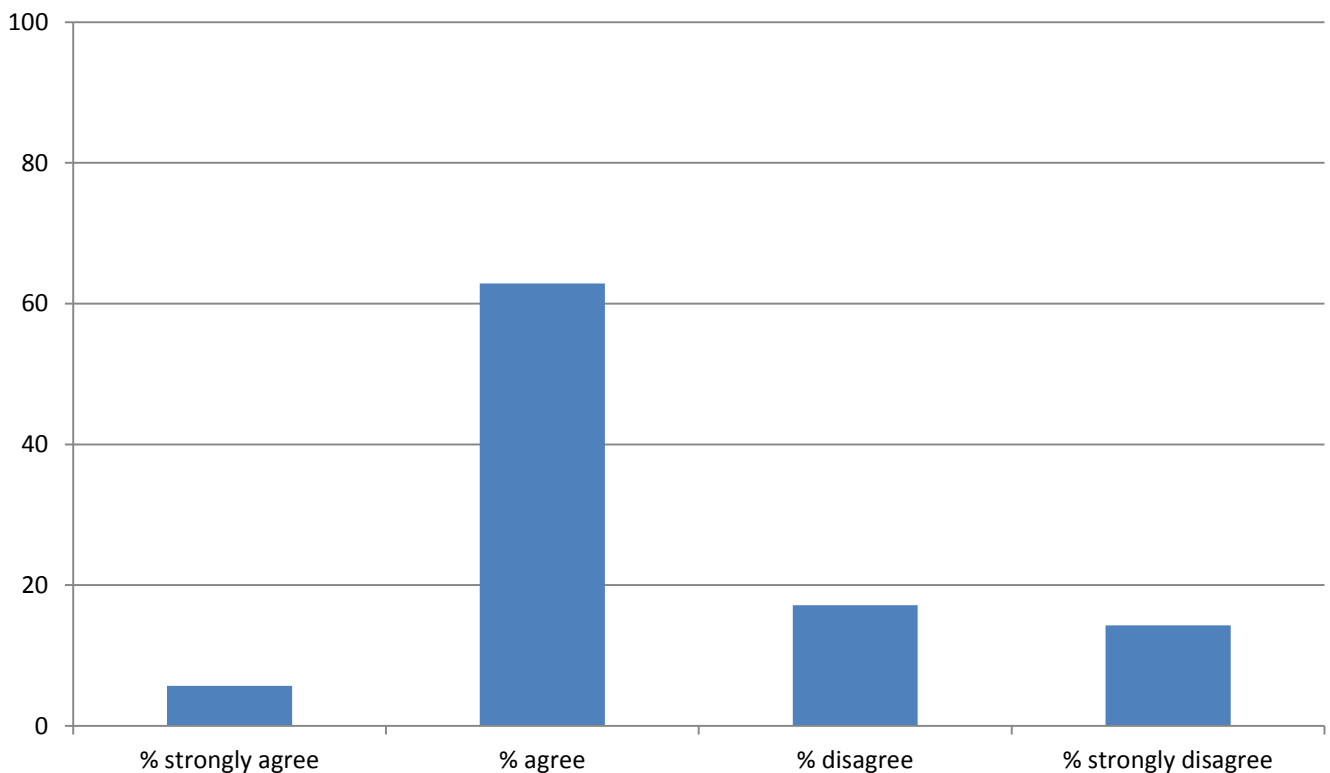


Figure 21: Response to Question 29. The unit description clearly describes the focus and scope for this unit (n=36)

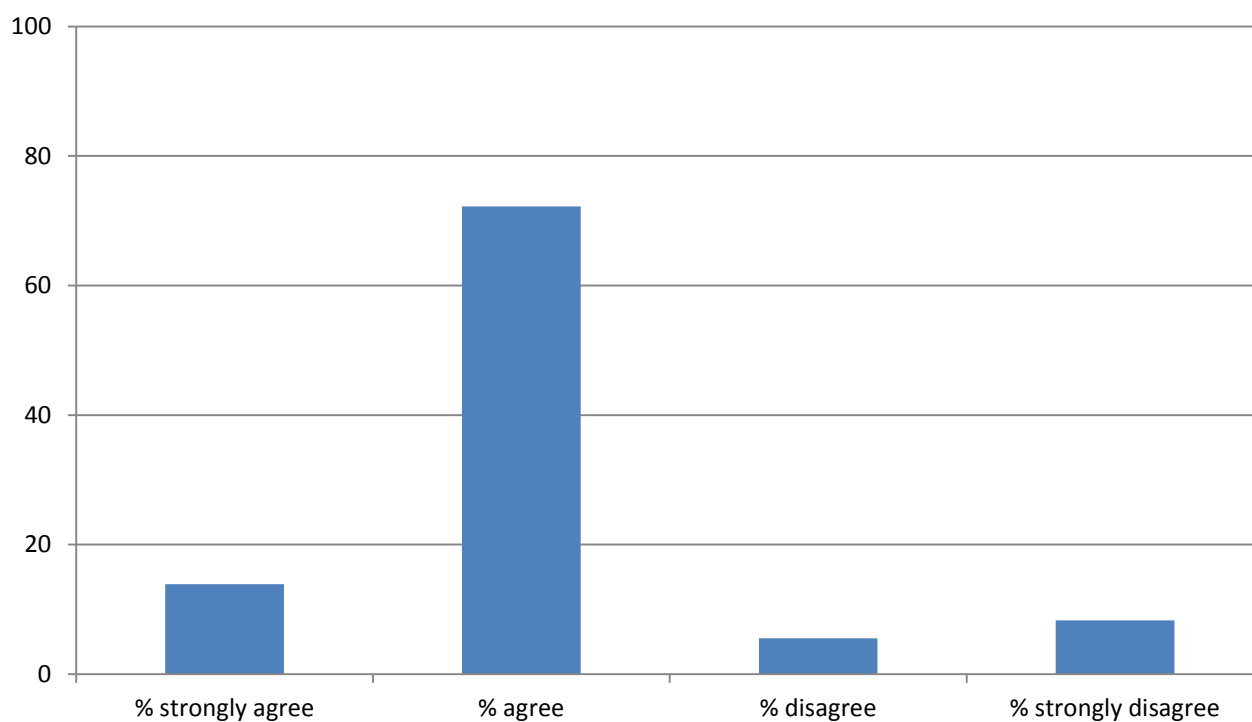


Figure 22: Response to Question 30. The unit outcomes describe clearly the expected learning for this unit (n=36)

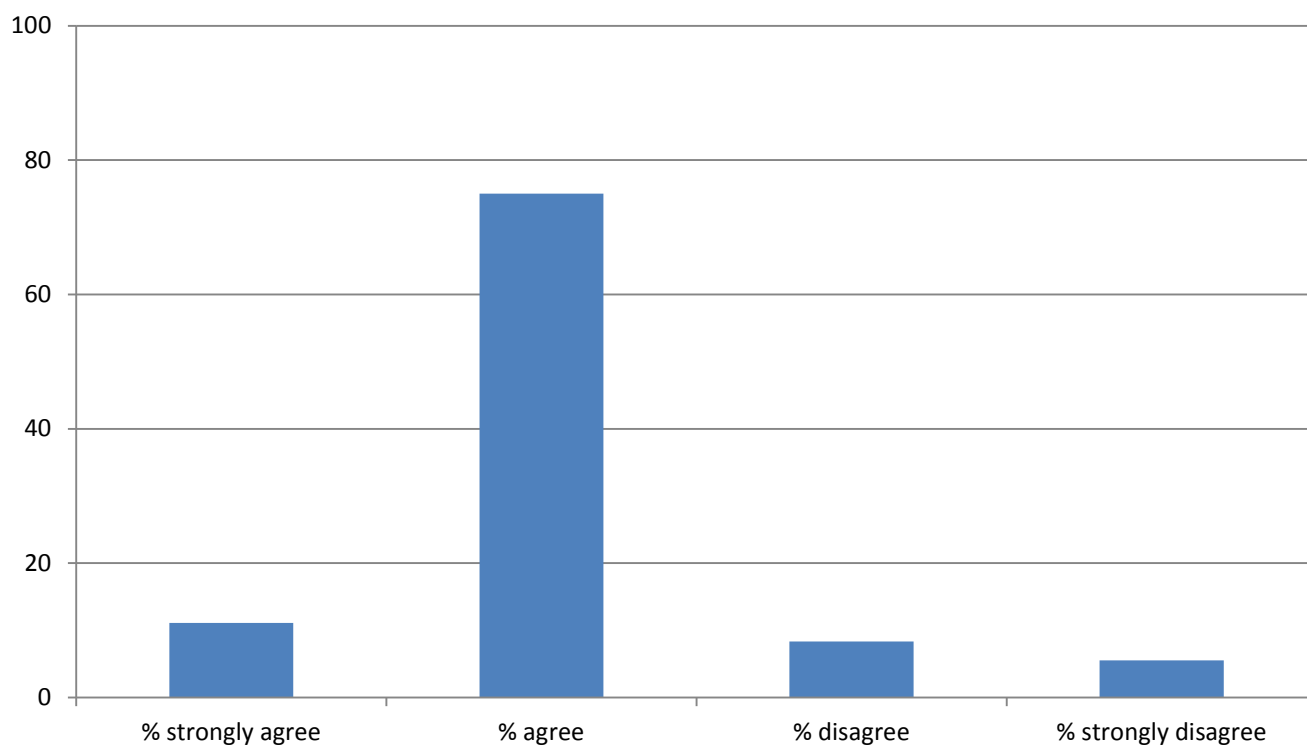


Figure 23: Response to Question 31. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=36)

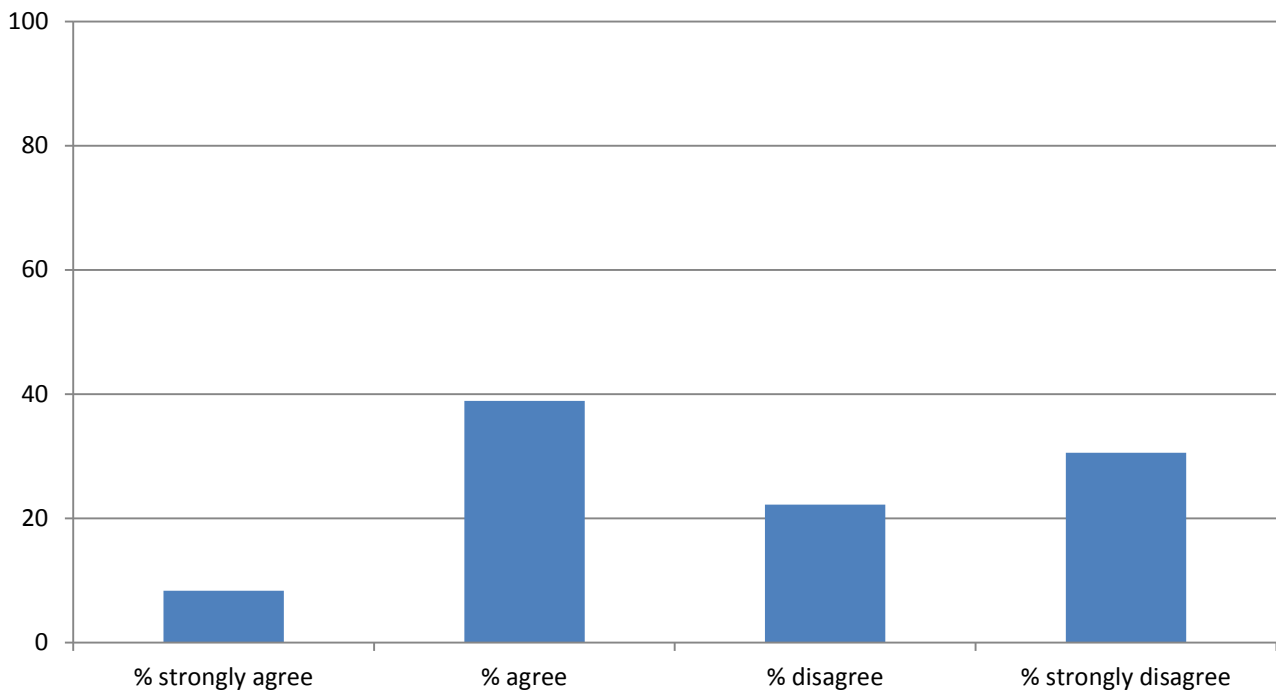


Figure 24: Response to Question 32. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=35)

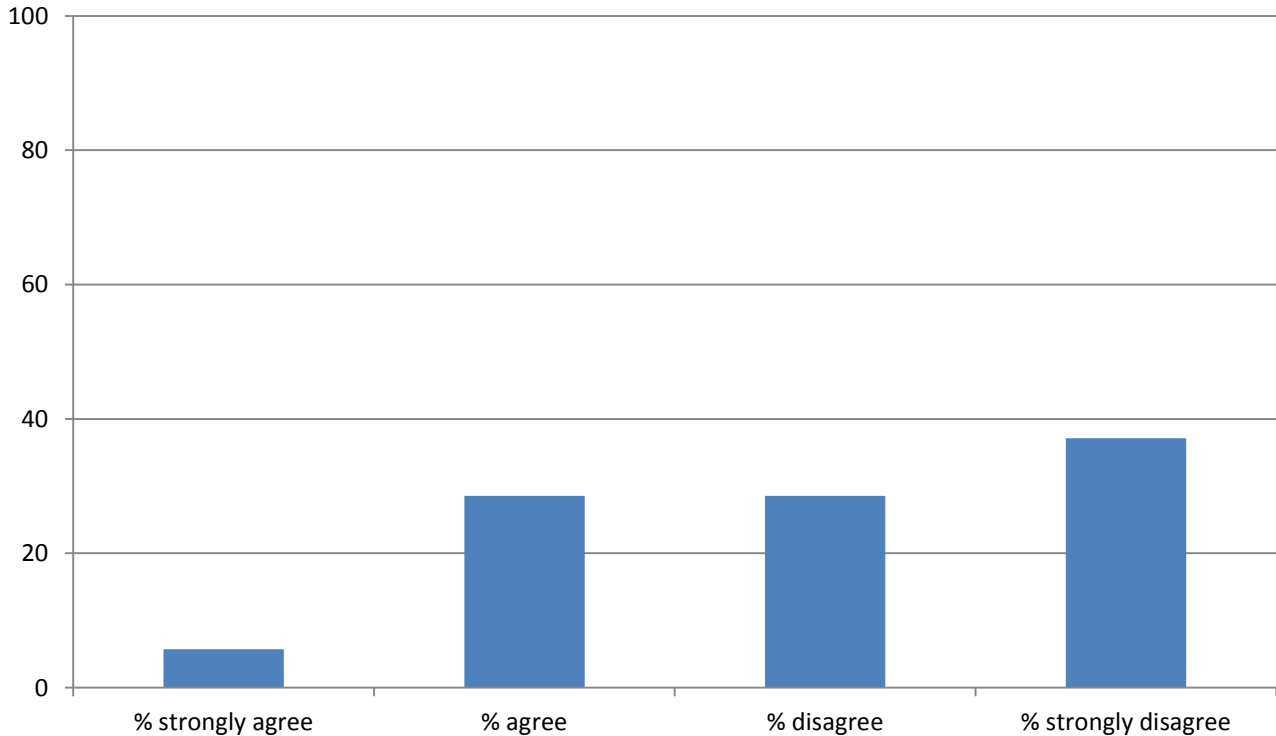




Figure 25: Response to Question 33. The content descriptions are specific about what is to be taught (n=35)

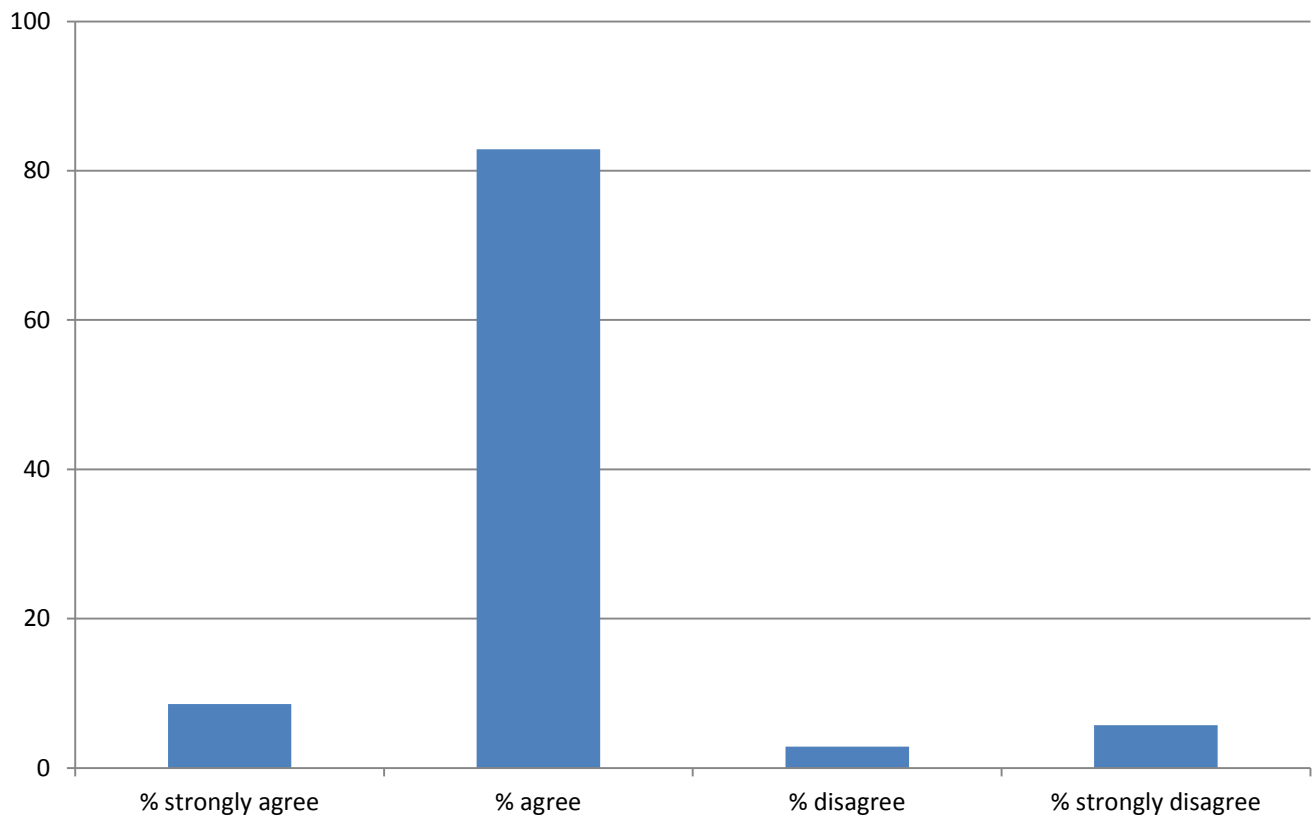


Figure 26: Response to Question 34. The unit description clearly describes the focus and scope for this unit (n=37)

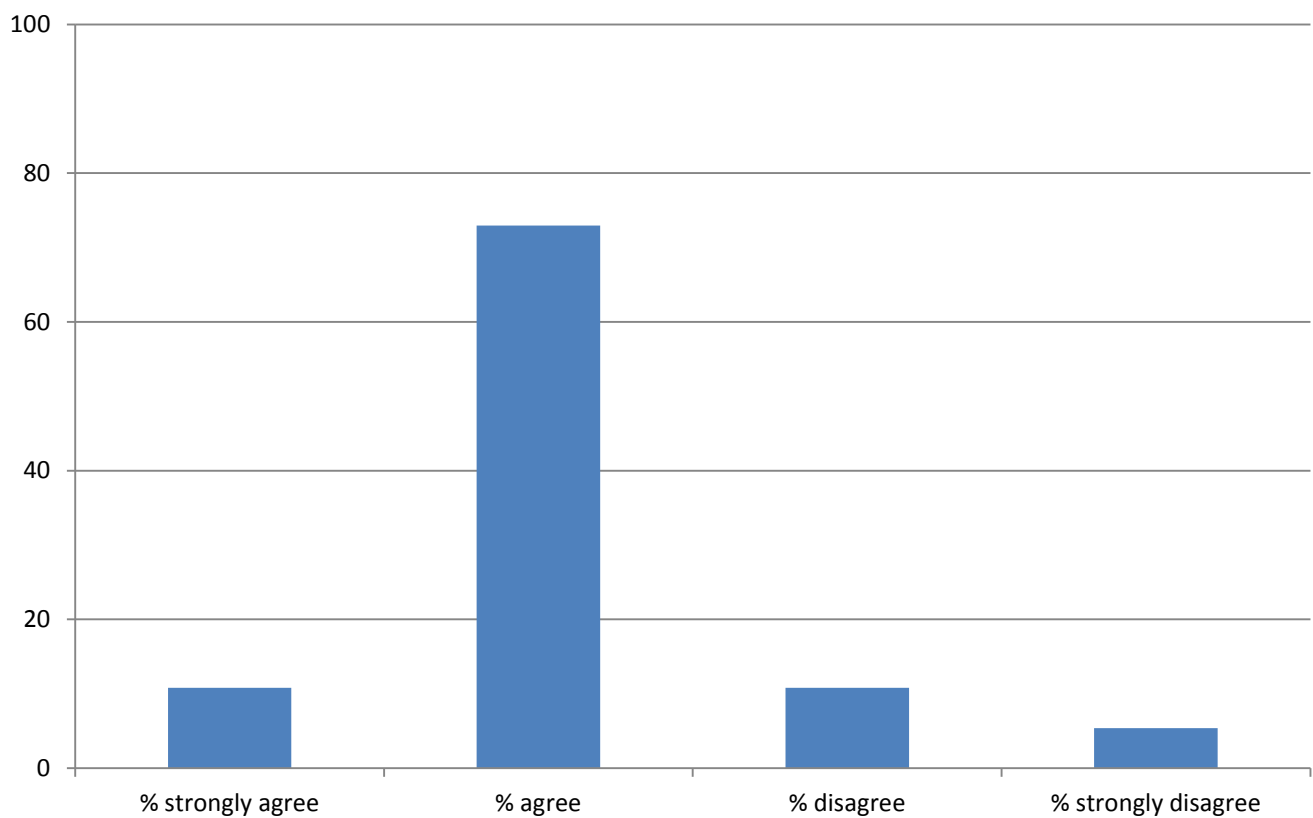


Figure 27: Response to Question 35. The unit outcomes describe clearly the expected learning for this unit (n=37)

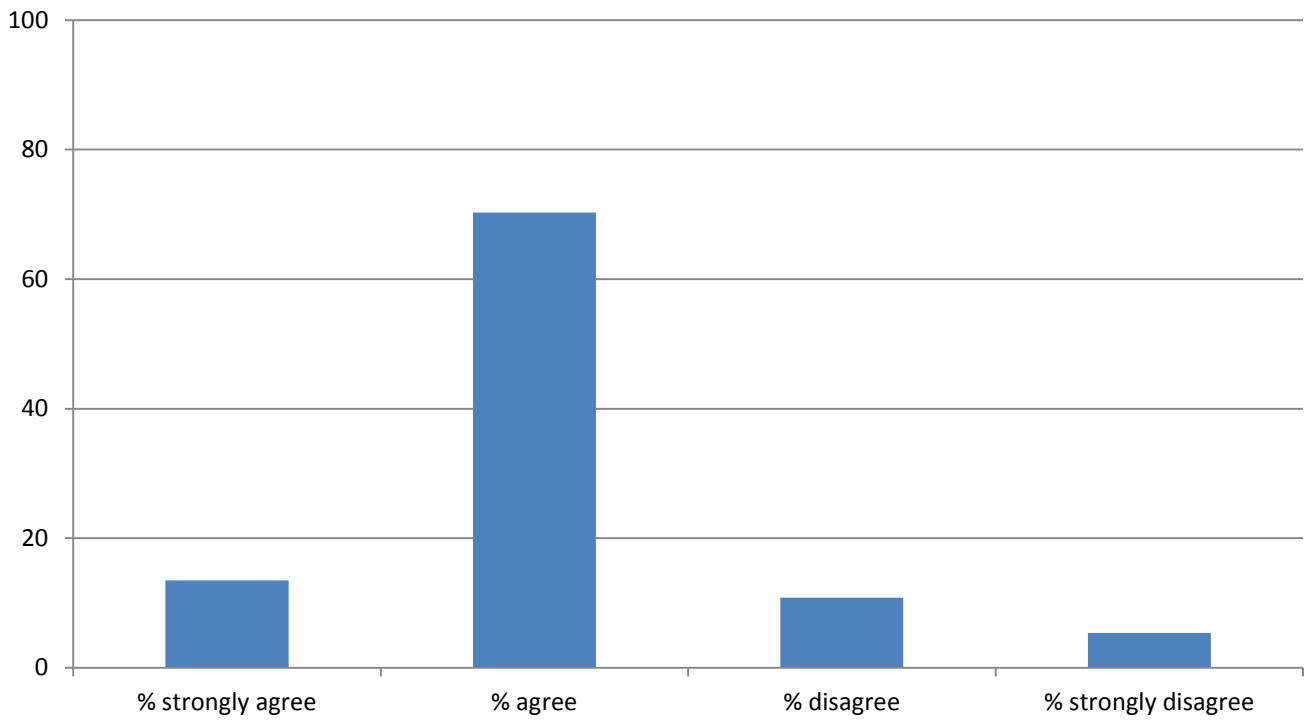


Figure 28: Response to Question 36. The unit contains relevant and appropriate content (knowledge, understanding and skills) (n=38)

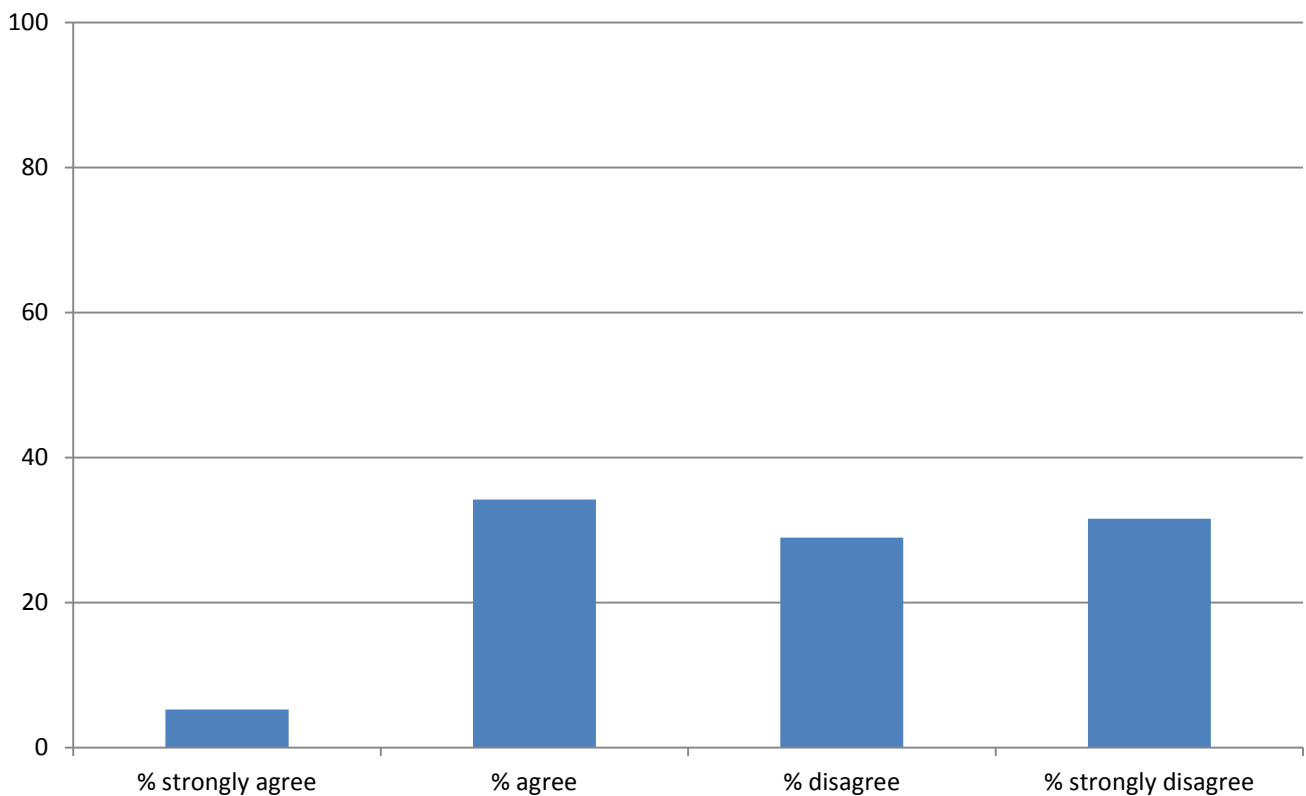


Figure 29: Response to Question 37. The unit contains an appropriate amount of content, that is, can be taught within 50-60 hours (n=35)

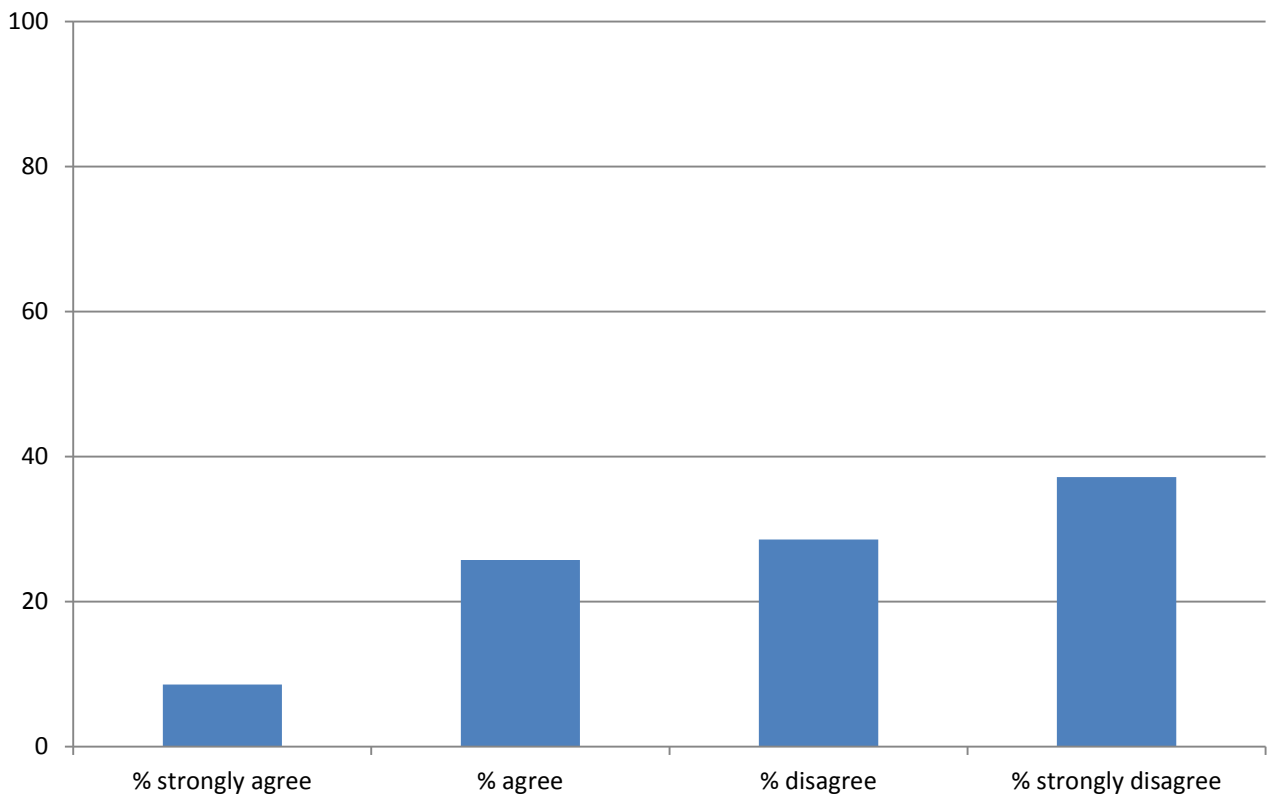


Figure 30: Response to Question 38. The content descriptions are specific about what is to be taught (n=36)

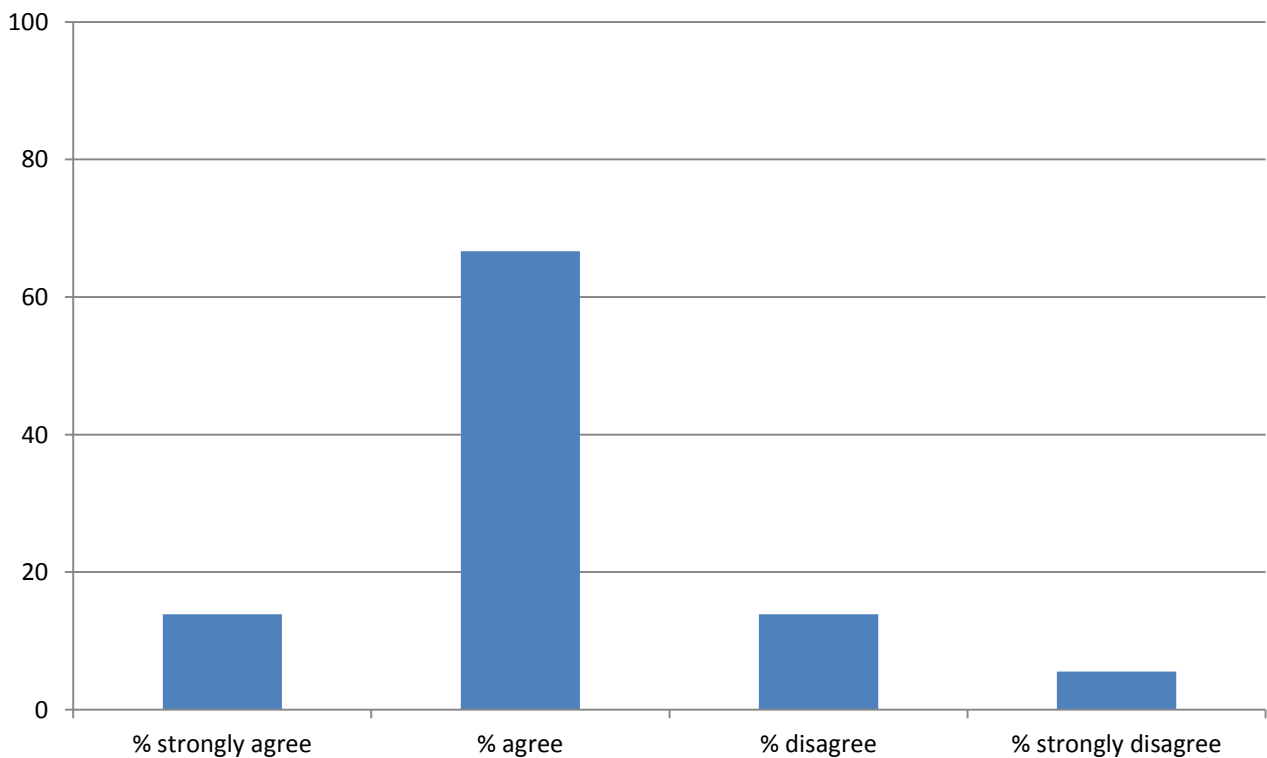


Figure 31: Response to Question 39. There is a clear alignment between the understanding and skills dimensions of the achievement standards; and the unit learning outcomes and content descriptions (n=34)

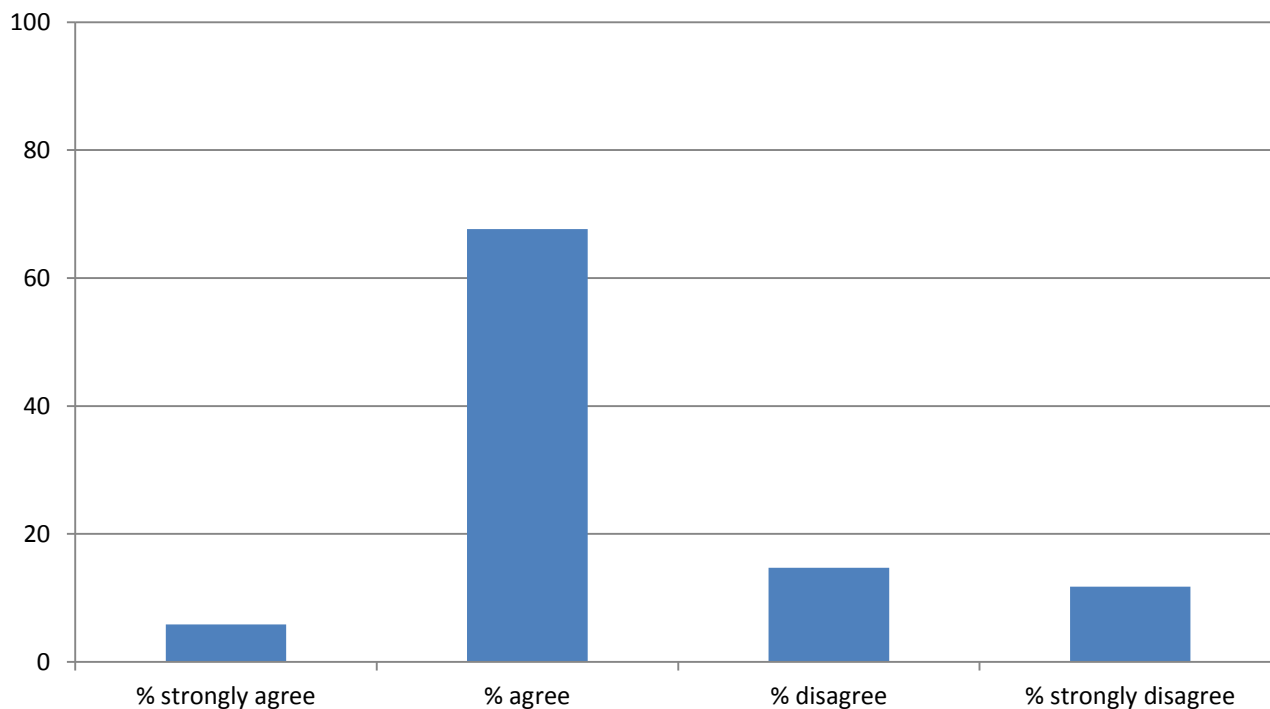


Figure 32: Response to Question 40. The achievement standards are clear and comprehensive descriptions of increasing complexity of understanding and sophistication of skills (n=34)

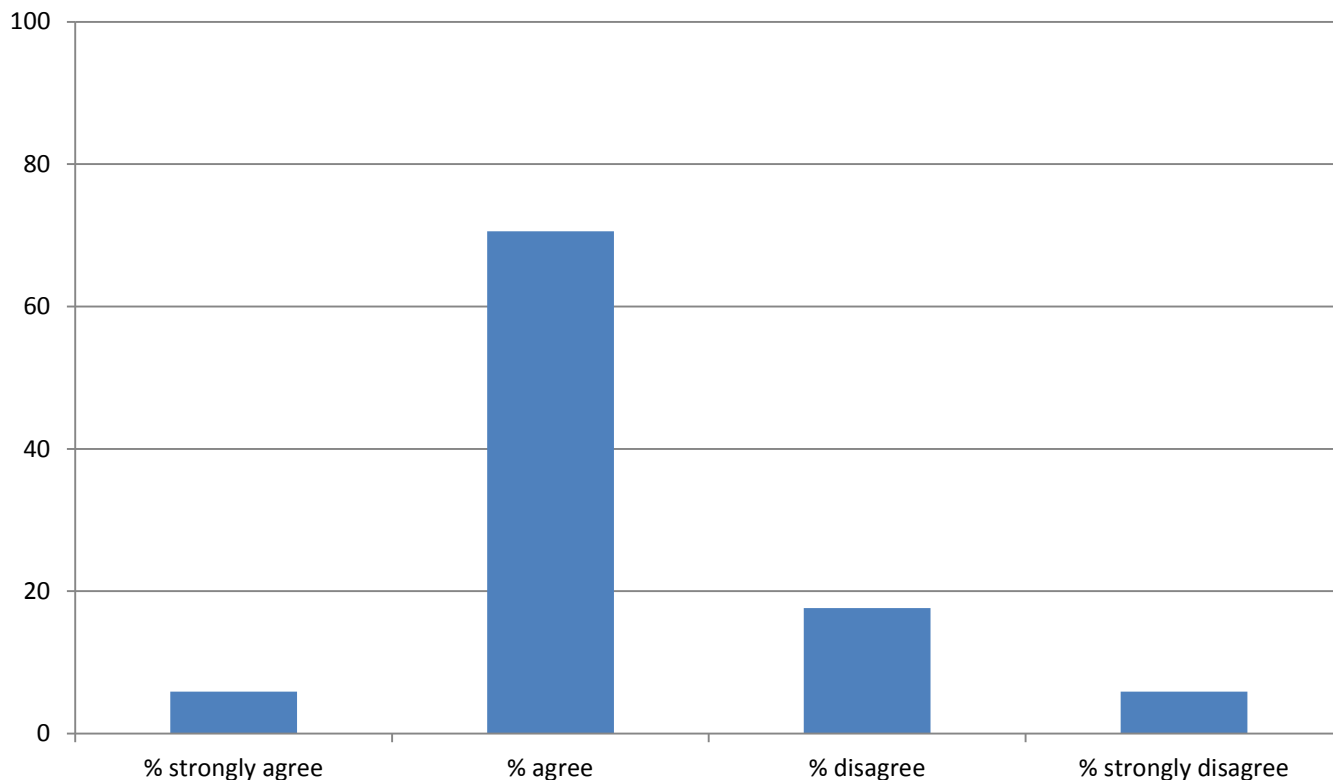


Figure 33: Response to Question 41. The achievement standards are pitched appropriately, that is, realistic yet sufficiently challenging for students undertaking these units (n=33)

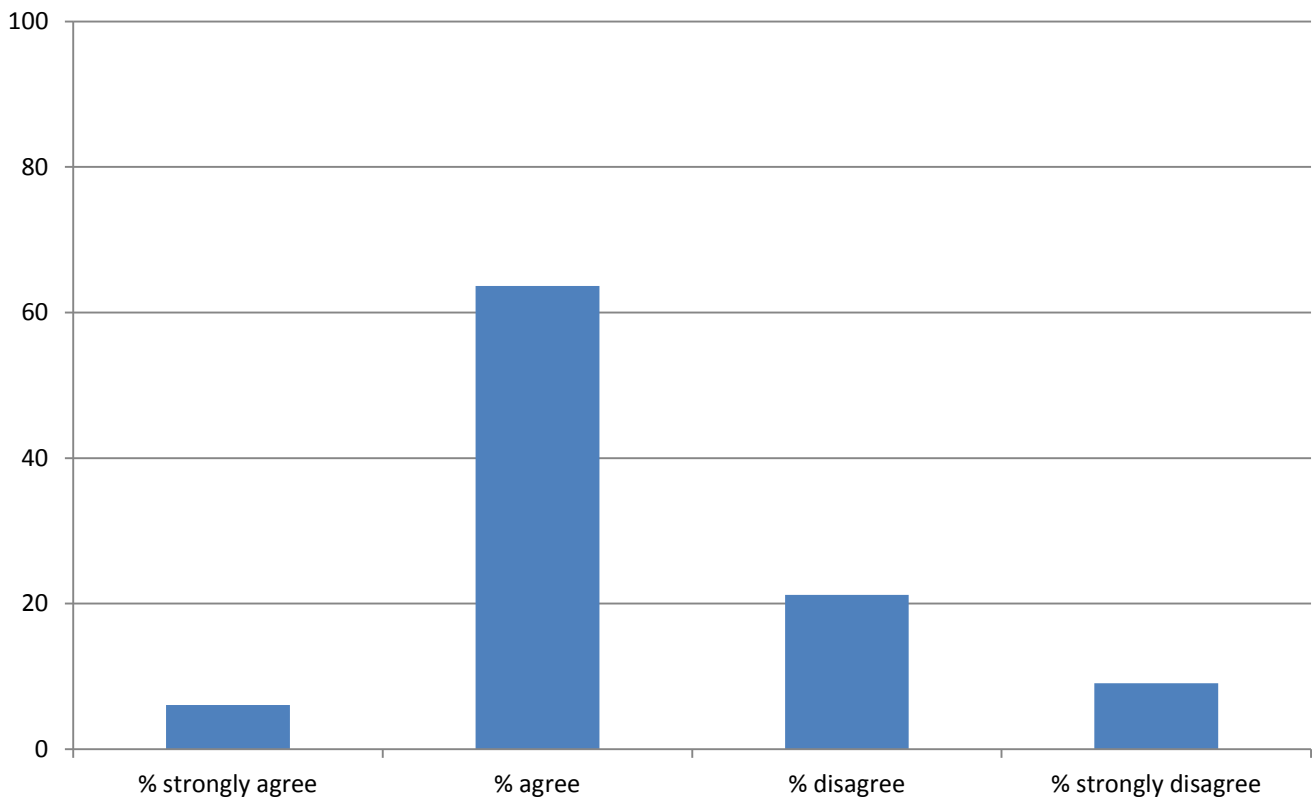


Figure 34: Response to Question 42. The five levels of achievement standards clearly and appropriately distinguish performance, that is, describe distinctive characteristics of achievement for understanding and skill in this subject at this level (n=34)

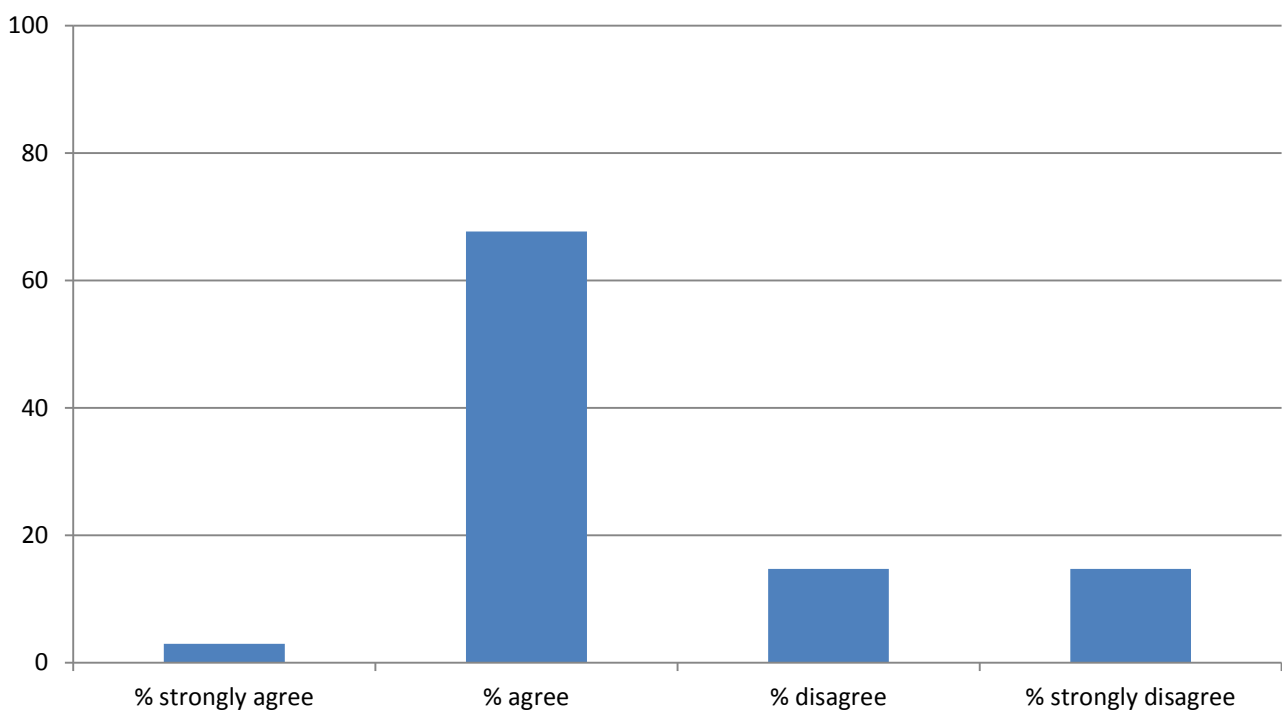


Figure 35: Response to Question 43. The general capabilities that naturally fit with this subject are appropriately represented (n=33)

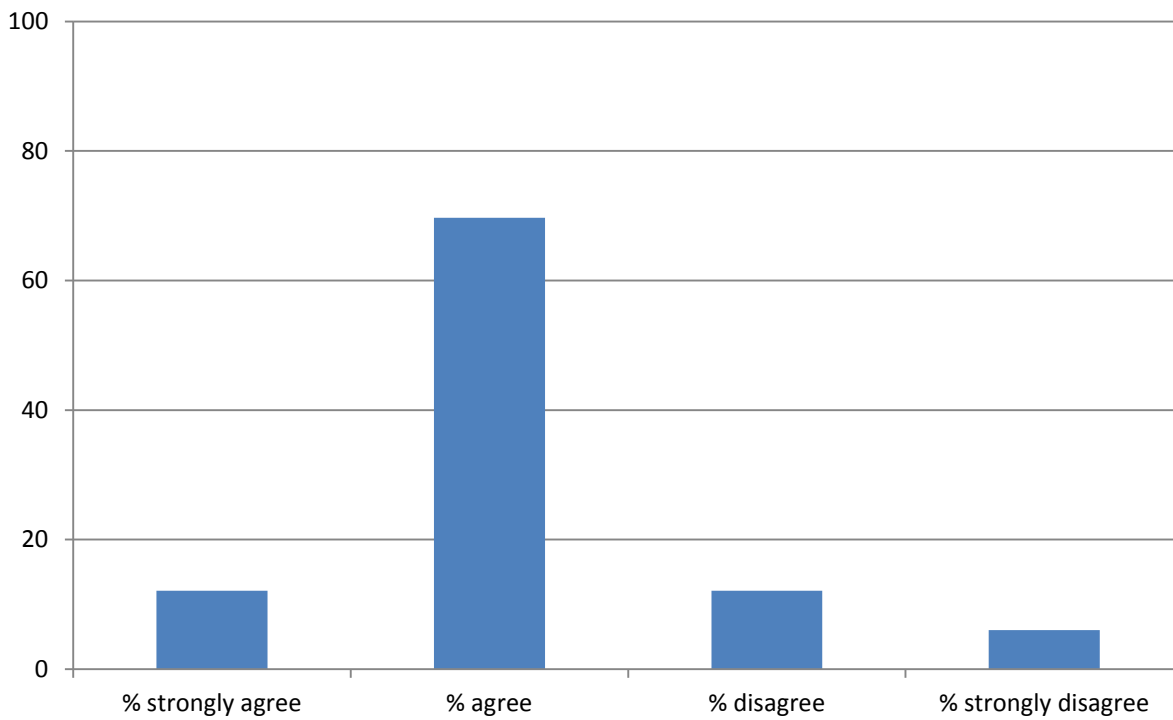


Figure 36: Response to Question 44. The cross-curriculum priorities that naturally fit with this subject are appropriately represented (n=33)

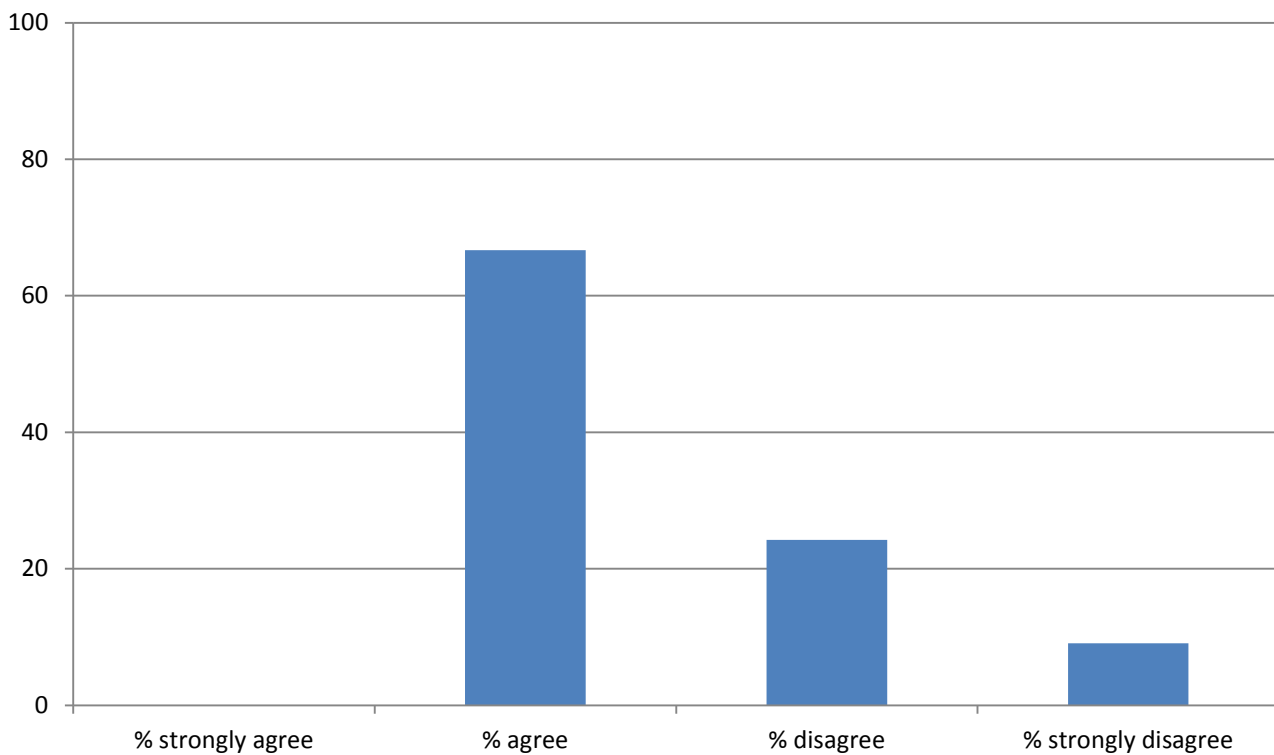


Figure 37: Response to Question 45. The glossary is comprehensive (n=32)

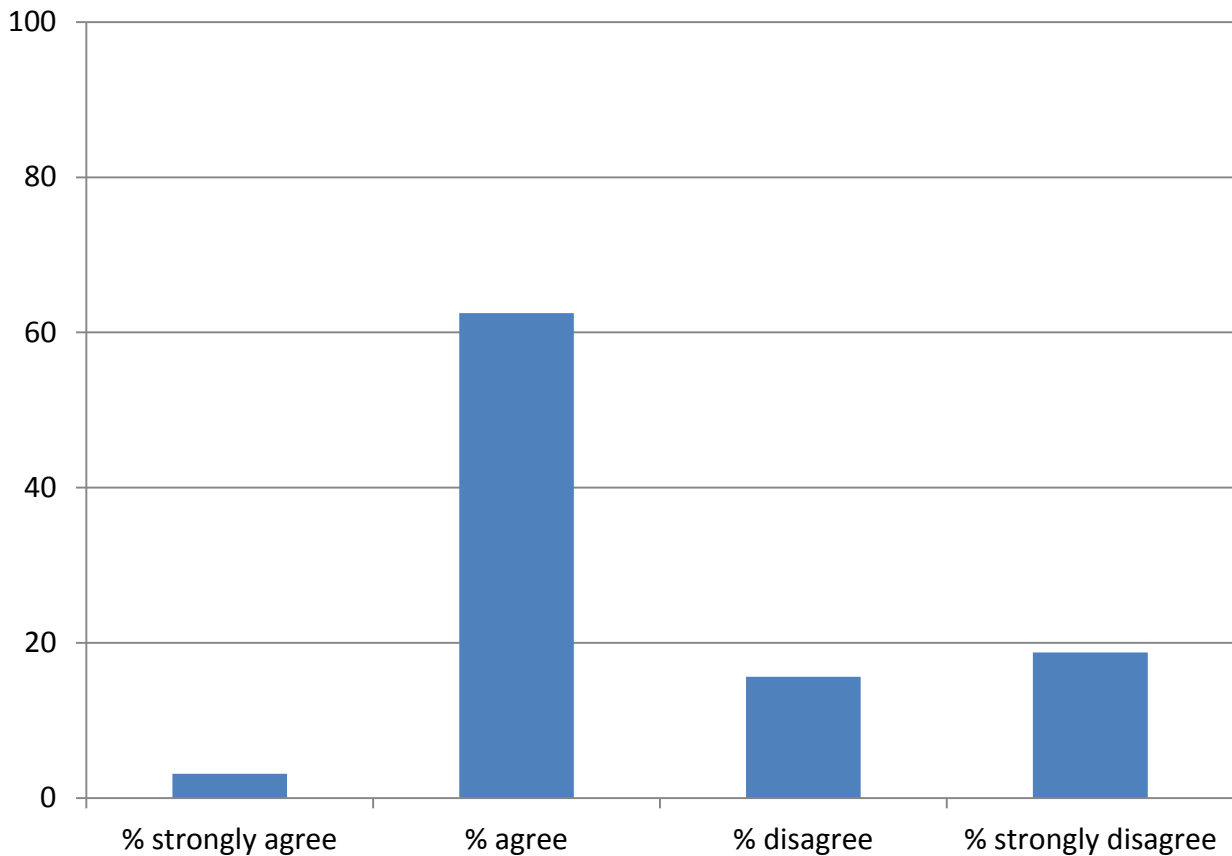


Figure 38: Response to Question 46. The topic electives for each unit are generally comparable in terms of the depth of teaching and learning required (n=36)

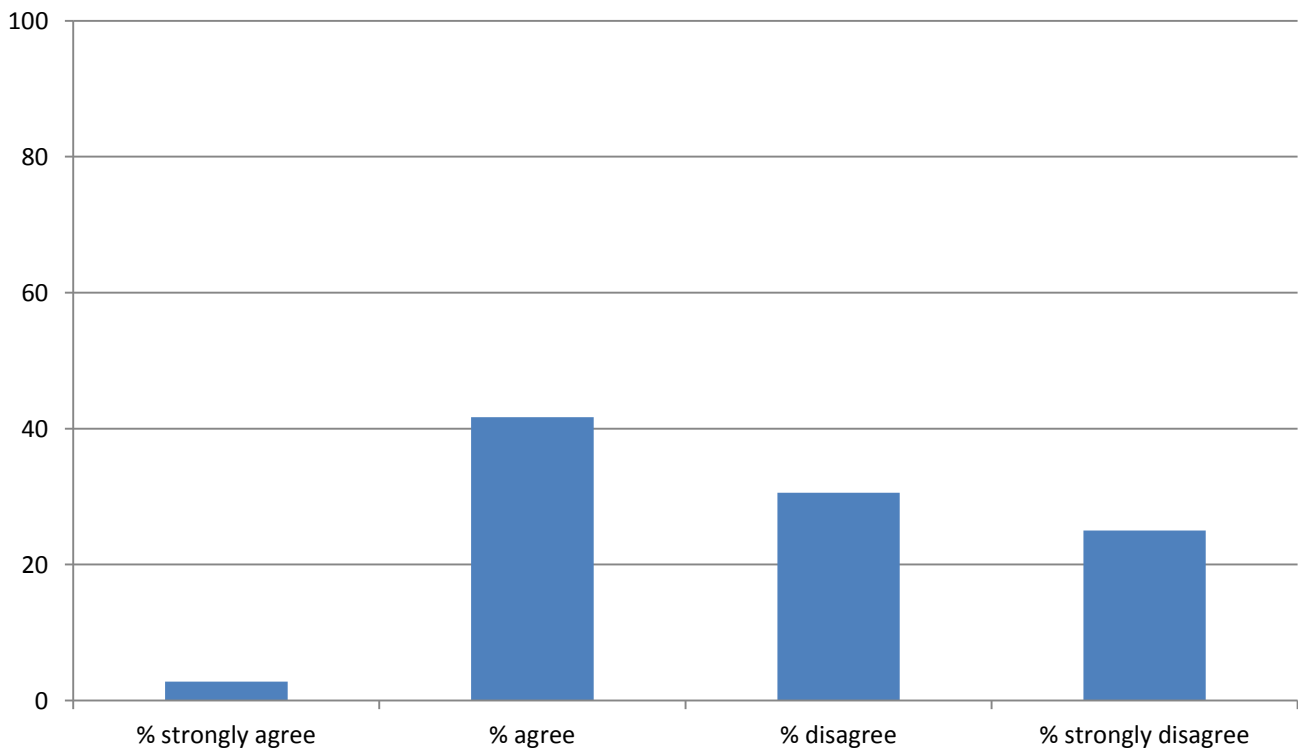
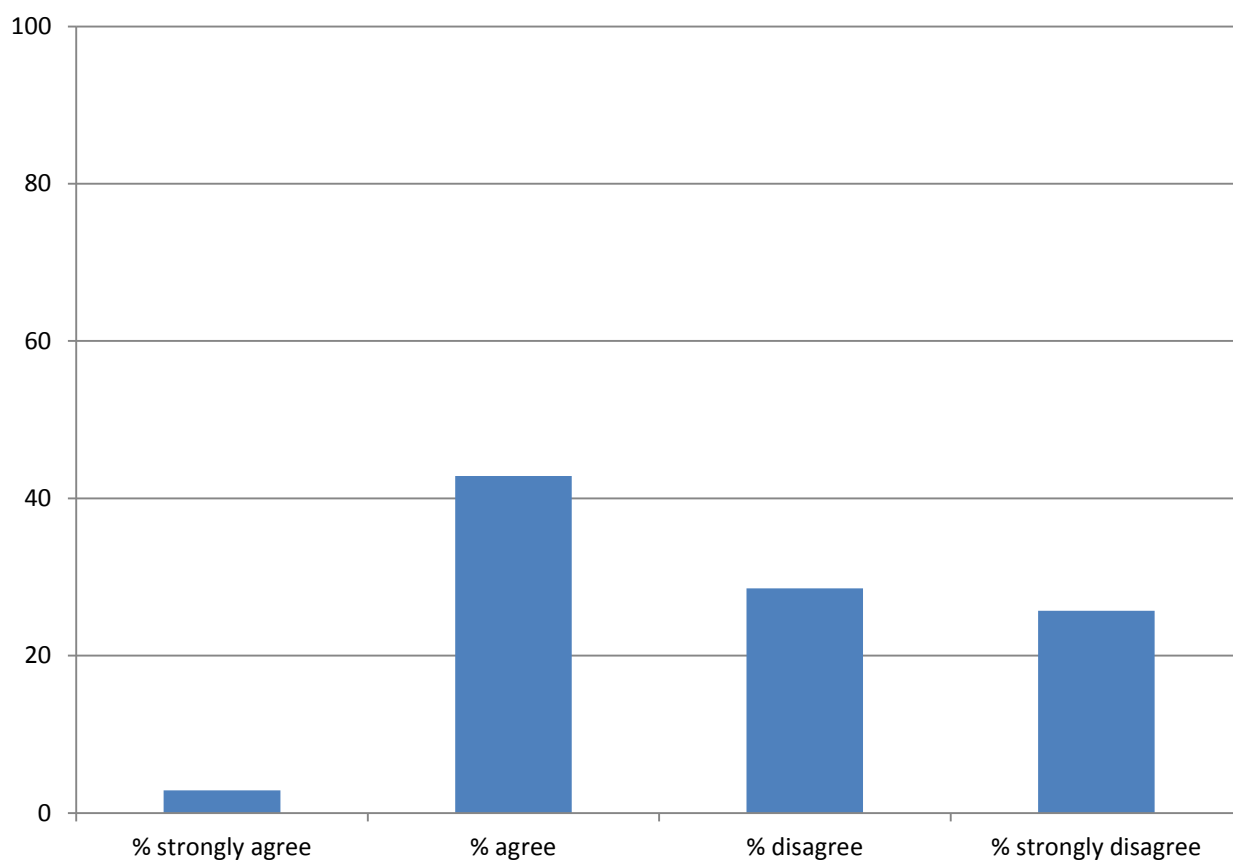


Figure 39: Response to Question 47. The number of topic electives to be studied across the units enables an appropriate breadth of study (n=35)





## Appendix 2 - Written submission respondents

This appendix lists the organisations and groups who made written submissions on the consultation draft curriculum across the History learning area.

Organisation	State or Territory	Respondent type/industry	Number of contributors	Subject
Asia Education Foundation	NATIONAL	Professional Association	3	Both subjects
Australian Historical Association (AHA)	NATIONAL	Professional Association	10	Modern History
History Teachers Association of Australia (HTAA)	NATIONAL	Professional Teaching Association	14	Both subjects
The University of Melbourne	NATIONAL	Professional Association	3	Both subjects
Australian Human Rights Commission	ACT	Independent Statutory Organisation	Organisation wide	Both subjects
Office of the Board of Senior Secondary Studies	ACT	State or Territory Education Authority	Not specified	Both subjects
The Canberra College	ACT	School	1	Ancient History
Board of Studies New South Wales (BOS NSW)	NSW	State or Territory Education Authority	1	Both subjects
Catholic Education Commission (CEC) New South Wales	NSW	Professional Association	1	Both subjects
Catholic Education Office Sydney	NSW	Professional Association	Not specified	Modern History
Executive Council of Australian Jewry	NSW	Professional Association	10	Both subjects
History Teachers Association of New South Wales (HTA NSW)	NSW	Professional Teaching Association	Not specified	Both subjects
Kempsey-Macleay RSL Sub-Branch	NSW	Community Organisation	250	Modern History
Loreto School Kirribilli	NSW	School	Not specified	Ancient History
Mary MacKillop East Timor Mission	NSW	Other Authorities	2	Both subjects
Northern Beaches Secondary College Mackellar Girls Campus	NSW	School	Not specified	Both subjects
Pymble Ladies College	NSW	School	1	Modern History
Rouse Hill Anglican College	NSW	School	1	Modern History
St. Patrick's Marist College, Dundas	NSW	School	1	Modern History
Taylors College	NSW	School	1	Modern History

Organisation	State or Territory	Respondent type/industry	Number of contributors	Subject
Wauchope High School	NSW	School	1	Modern History
Zarwood Education	NSW	School	1	Ancient History
Northern Territory Board of Studies (NT BOS)	NT	State or Territory Education Authority	Not specified	Both subjects
Brisbane Catholic Education	QLD	Professional Association	40	Both subjects
Independent Schools Queensland (ISQ)	QLD	Professional Teaching Association	Not specified	Both subjects
Northside Christian College	QLD	School	1	Ancient History
Queensland Studies Authority (QSA)	QLD	State or Territory Education Authority	Not specified	Both subjects
Endeavour College	SA	School	1	Both subjects
South Australian Certificate of Education (SACE) Board	SA	State or Territory Education Authority	Not specified	Both subjects
Department of Education Tasmania - Curriculum Services	TAS	State or Territory Education Authority	Not specified	Both subjects
Hobart College	TAS	School	1	Ancient History
Rosny College	TAS	School	1	Both subjects
Tasmanian History Teachers Association	TAS	Professional Teaching Association	7	Ancient History
Tasmanian Qualifications Authority (TQA)	TAS	State or Territory Education Authority	Not specified	Overall Comments
Association of German Teachers of Victoria Inc.	VIC	Professional Association	Not specified	Ancient History
Catholic Education Office (CEO) Archdiocese of Melbourne	VIC	State or Territory Education Authority	1	Both subjects
Victorian Catholic Schools Parent Body (VCSPA)	VIC	Community Organisation	1	Both subjects
Clearing House for Archival Records on Timor Inc.	VIC	Professional Association	3	Modern History
Luther College	VIC	School	1	Modern History
History Teachers' Association of Victoria (VCAA)	VIC	Professional Association	70	Both subjects

Organisation	State or Territory	Respondent type/industry	Number of contributors	Subject
Association of Independent Schools of Western Australia (AIS WA)	WA	State or Territory Education Authority	28	Modern History
Bringing Them Home Committee	WA	Community Organisation	Not specified	Ancient History
Department of Environment and Conservation	WA	Government Department	Not specified	Modern History
History Council of Western Australia	WA	Professional Association	6	Both subjects
History Teachers Association of WA	WA	Professional Association	10	Both subjects
School Curriculum and Standards Authority (SCSA)	WA	State or Territory Education Authority	Not specified	Both subjects

## Appendix 3 - Consultation findings – states and territories

This section provides hyperlinks to responses to the draft senior secondary History curriculum from those authorities responsible for senior secondary curriculum in their respective states and territories.

AUTHORITY	STATE/TERRITORY	Submission prepared
<a href="#">Board of Senior Secondary Studies</a>	ACT	Feedback from consultation meetings
<a href="#">Board of Studies</a>	NSW	From BOS NSW consultation processes and input from educational sectors of NSW
<a href="#">Board of Studies</a>	NT	From consultation meetings conducted by BOS consultants
<a href="#">Queensland Studies Authority (QSA)</a>	QLD	In partnership with Education Queensland, Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ)
<a href="#">South Australian Certificate of Education (SACE) Board</a>	SA	In partnership with Government, Catholic and Independent sectors in South Australia
<a href="#">Tasmanian Qualifications Authority (TQA)</a>	TAS	Response including matters discussed by the TQA and from a program of workshops and consultation meetings with senior secondary teachers
<a href="#">Department of Education, Tasmania</a>		From consultations held in schools and colleges throughout the state
<a href="#">Victorian Curriculum and Assessment Authority (VCAA)</a>	VIC	In partnership and on behalf of Department of Education and Early Childhood Development, Catholic Education Commission Victoria and Independent Schools Victoria
Schools Curriculum and Standards Authority (SCSA) <i>ACARA has been advised that the Western Australian response to consultation is to be published subsequent to further consultation.</i>	WA	In partnership with Department of Education (WA), Catholic Education Office of WA, Association of Independent Schools of WA