June 2015

Draft changes to

Australian Curriculum F-10

Consultation report

CONTENTS

EXECUTIVE SUMMARY

Introduction

In December 2014, Education Council requested that the Australian Curriculum Assessment and Reporting Authority (ACARA) provide advice on the four themes outlined in the Australian Government's initial response to the *Review of the Australian Curriculum*. These themes are: resolving the overcrowded curriculum; rebalancing the curriculum; improving accessibility for all students; and improving parental engagement around the curriculum.

As a part of agreed actions to address overcrowding in the primary years and rebalancing of the Australian Curriculum, ACARA developed draft changes to content descriptions and achievement standards in all Foundation – Year 10 Australian Curriculum learning areas, except languages. These draft changes were distributed to an identified group of key stakeholders for consultation from 17 April to 15 May 2015. The key stakeholders were provided with the draft changes and online surveys and invited to respond.

Purpose of the report

This report provides a summary of advice received from key stakeholders in response to consultation about draft changes to Australian Curriculum content descriptions and achievement standards. The report also describes ACARA's key directions in response to the feedback.

Respondents

ACARA received a total of 271 responses across the eight online surveys, comprising responses from 98 different individuals and 31 different organisations. In addition, 24 written submissions were received from state/territory education authorities, professional teacher associations, schools and individuals.

The greatest proportion of responses was from Queensland (26 per cent), followed by New South Wales (15 per cent). Individual and group respondents identified as education officers more frequently than any other category. The largest proportion of group contributions came from education authorities. The majority of individual responses came from those working in the government sector.

Key findings and directions

Diverse views about the draft changes to content descriptions and achievement standards developed to address overcrowding in the primary years were expressed in responses. On balance, respondents noted that the manageability of the primary curriculum had been improved, although there was disagreement regarding the extent of the improvements. ACARA proposed an overall reduction in the number and volume of content descriptions across the curriculum. There were various views regarding these reductions expressed in the responses, from disagreement that the number was, in fact, reduced, to recognition that the number was reduced but concern that this led to a decrease in clarity and interrupted learning progression, and that it would be problematic for curriculum implementation. There

was broad support for the reorganisation of the primary humanities and social sciences (HASS) curriculum, especially from primary respondents, and for the strengthening of phonemic awareness and phonics in English. A number of respondents believed that across F–10 the revisions have more disadvantages than advantages.

Many respondents supported the option to use either a combined learning area achievement standard for HASS, The Arts and Technologies as improving manageability, however, some respondents expressed concern at this option.

English

Respondents largely supported draft changes to the content descriptions to strengthen phonemic awareness and phonics by reconfiguring the sound and letter knowledge sub-strand into the phonics and word knowledge sub-strand. There was little support for relocating the phonics and word knowledge sub-strand to the first position in the Language strand, nor was there much support for relocating the handwriting sub-strand from the literacy strand. There was little support for the proposed deletions and amalgamations of threads in other aspects of English.

There was acknowledgement that changes to content descriptions would need to be aligned to achievement standards, and some concern about pitch and alignment in the draft F–2 achievement standards.

The sound and letter knowledge sub-strand of the language strand will be strengthened and renamed as the phonics and word knowledge sub-strand, comprised of three threads; phonological and phonemic awareness, alphabet and phonic knowledge, and spelling. The handwriting thread will not be relocated as proposed, but content descriptions in phonic and word knowledge will be revised to emphasise the importance of phonics to both writing development and reading. The creating literature sub-strand will be strengthened in F–2. Apart from minor edits, few changes will occur to other aspects of English.

Mathematics

Stakeholders largely agreed that the draft content descriptions are clear, well-pitched and have appropriate volume of content.

There was broad agreement that the achievement standards are well-aligned to content descriptions, well-pitched and show good progression. There were some concerns about the Foundation Year and with the presentation of the proficiencies.

Draft changes to content descriptions and achievement standards will be adopted.

Science

Most feedback indicated that little change had been needed to the endorsed science curriculum. Overall, respondents agreed that many draft changes showed greater clarity and progression of the content, particularly F–6 in the science inquiry skills and science as a human endeavour strands across the full range of bands. There was concern that some draft changes conflated a number of concepts and therefore created more complexity.

Respondents said that clarity had improved but noted some further alignment issues to be resolved.

All draft changes to content descriptions will be reviewed and refined based on consultation feedback. Achievement standards will be reviewed to ensure there is alignment to, and consistency with, changes to content descriptions.

Humanities and Social Sciences

Humanities F–6

Respondents broadly supported the redesign of the Foundation – Years 6: Humanities and Social Sciences curriculum, whilst seeking more refinement on the inquiry and skills, year level descriptions and key inquiry questions to highlight discipline-specific concepts and skills, and retaining information that supports relevant integration opportunities.

Humanities 7–8

The Years 7–8 combined curriculum is generally perceived as an inadequate model for developing complex concepts and skills required of disciplines at that stage of schooling. A Year 7 combined curriculum is favoured by smaller schooling jurisdictions as an option that offers flexibility, thus it is proposed that one combined curriculum for Foundation – Years 6/7 be developed with further revisions to strengthen discipline-specific concepts and skills.

Humanities 7–10

There was broad agreement for the revisions to the Years 7–10 History content descriptions, and the Years 7–10 Geography, Civics and Citizenship, and Economics and Business content descriptions and achievement standards. In History, concerns regarding women's perspectives, depth studies and time allocations are out of scope of this review; however, advice will be strengthened on the curriculum website. In Geography, common concerns relate to overcrowding and progression (out of the scope of this review). In Economics and Business, respondents' requests on ambiguities, omissions and progression are out of scope in most instances; however, editorial advice provided by respondents is being considered where possible. A common concern across the Years 7–10 subjects was the need for advice on the design and role of achievement standards, which may be addressed in refinements to the Australian Curriculum website.

The Arts

No draft changes to any content descriptions were proposed.

Mixed views were expressed about the proposed Arts learning area achievement standard. The sample of practising primary teachers consulted indicated support for the option of Arts learning area achievement standards. A number of respondents who were not supportive did not appear to understand that the learning area achievement standard was presented as an option in addition to the subject-specific achievement standards.

It is proposed that The Arts learning area achievement standards be retained as an option and be accompanied by text that explains how the learning areas achievement standards can be used alongside the subject content to assess and report on The Arts. They may choose to use a single achievement standard for assessing and reporting, or they may choose to use achievement standards for each art form.

Technologies

Most respondents supported the alignment of the processes and production skills strand for Design and Technologies, and Digital Technologies. There was also a high level of support for the reduction of the number of technologies contexts in Years 5–6 from four to three, and for some of other suggested reductions and rewording in both subjects. Respondents agreed that complexity was reduced in general, and that while progression had improved, there was some need for reordering in Digital Technologies. Some draft changes to content descriptions were not supported, in particular the deletion of sustainability from the Technologies and society thread in Design and Technologies.

There was broad support for providing Technologies learning area achievement standards as an alternative or option to subject-specific achievement standards. The sample of practising primary teachers consulted indicated support for the option of Technologies learning area achievement standards. However, there were some concerns about how well the learning area achievement standards reflected curriculum intent.

Directions include retaining the Technologies learning area achievement standards as an option, accompanied by text that explains how the learning area achievement standard can be used alongside the subject content to assess and report on the Technologies. Further revisions will focus on considering the concerns and the suggestions provided during consultation.

Health and Physical Education (HPE)

Overall, respondents viewed the changes as improving the curriculum and achieving reduced volume. Removing duplication with dance from Foundation to Year 6, while retaining rhythmic and expressive movement as a focus area were seen as a positive step in reduction. This deletion has been extended to Year 10 to address progression issues. Minor modifications to other 7–10 content descriptions will ensure retention of skills and a focus across a variety of physical activity contexts.

The suggested focus on students' own wellbeing in strand one, sub-strand one, was not supported, being seen as limiting the empowerment of students to enhance the wellbeing of others. Concern was also expressed about a loss of focus on cultural diversity. Content descriptions relating to diversity have been reinstated and strengthened in Years 3–4 and Years 9–10.

Respondents said that the standards were clear and appropriately pitched. They identified some misalignment needing further attention. The importance of safety will be included in achievement standards.

1. CONSULTATION PROCESSES AND METHODOLOGY

1.1 Consultation processes

The draft changes to the F–10 Australian Curriculum were made available by invitation to state and territory education authorities, professional teacher associations, academics in the field of education, and a sample of practising primary teachers for consultation from 17 April to 15 May 2015.

The main avenues for consultation feedback was sought through responses to online surveys, including one overall survey and specific learning area surveys.

1.2 Online survey

The eight online surveys comprised a mixture of rating scale questions (four-point Likert scale) and space for comments that focused on suggestions for improvement.

Feedback was sought in relation to the following areas:

- changes to content descriptions at a year/band across all learning areas
- changes to achievement standards at a year/band across all learning areas.

Individuals and organisations that submitted online survey responses are listed in Appendix 1.

1.3 Written submissions

Written submissions were submitted by some state and territory education authorities, professional associations and bodies, and other stakeholders. Organisations that provided written submissions are listed in Appendix 1.

1.4 Methodology

Quantitative data were collated and analysed from the online survey using the Survey Monkey tool. The qualitative data include commentary from both the online survey and written submissions.

Demographic quantitative data from the online surveys are presented in charts and tables throughout this report.

Each question in the online surveys was given a rating: 'strongly agree', 'agree', 'disagree', 'strongly disagree'. Each category was totalled and a percentage was calculated for each question. This quantitative data, combined with the qualitative data from online surveys and written submissions, were analysed to determine the degree of satisfaction with the draft changes to the content descriptions and achievement standards.

Data were analysed for recurring themes and general trends, and then summarised in terms of strengths, concerns and directions.

2. OVERALL RESPONSES

ACARA received 20 responses to the online overall survey, comprising 12 individual responses and eight groups. ACARA also received eight written submissions that provided overall commentary.

2.1 Summary of demographics for online survey respondents

All respondents

Location

As shown in Figure 2.1, the largest proportion of respondents to the online survey was from Queensland, followed by New South Wales and national organisations.
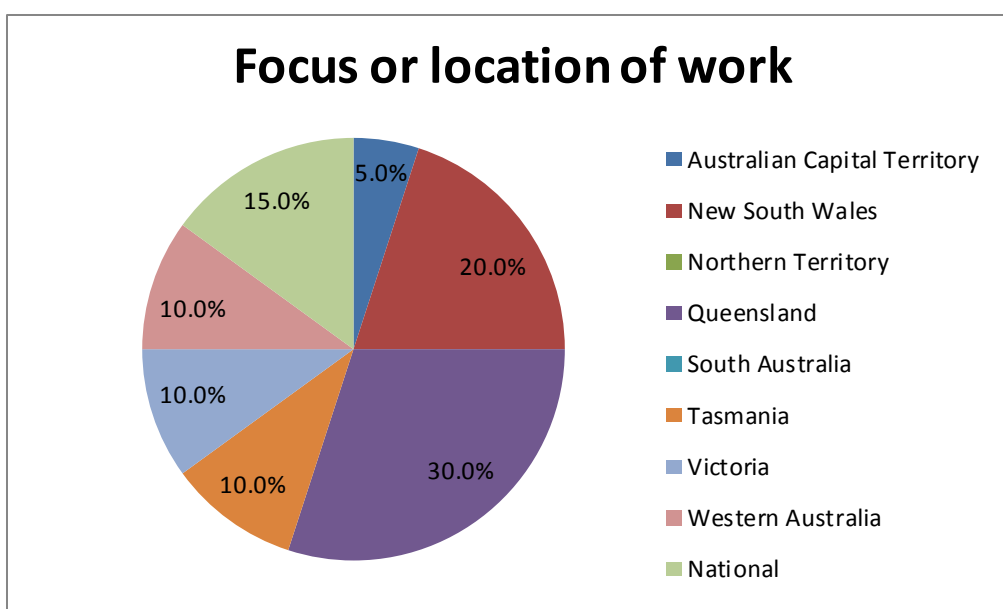
Figure 2.1: Online overall survey respondents by focus or location of work

NB: Contributions of less than 1% are not shown on the graph

Respondent perspective

Figure 2.2 represents the total respondents to the online overall survey. The largest proportion of respondents identified as education officers, followed by school leaders, primary teachers and academics, and then primary subject specialist teachers.
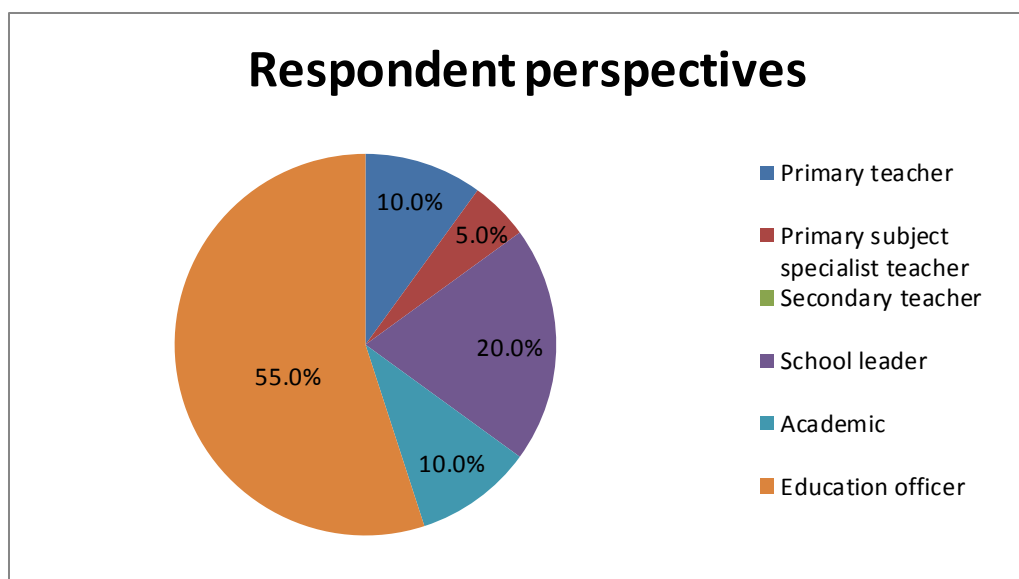
Figure 2.2: Online overall survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 2.3 shows the proportions of respondents to the online overall survey by organisation type. The largest proportion of contributions to the overall survey was from education authorities.
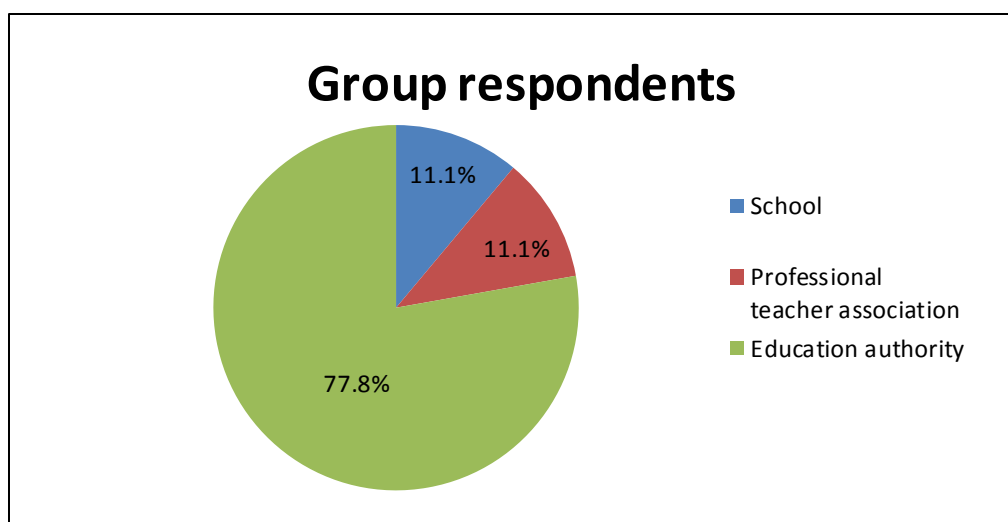
Figure 2.3: Online overall survey group respondents by organisation type

Individual respondents

Figure 2.4 shows the proportions of respondents to the online overall survey by individuals and what sector they are from. The largest proportion of contributions to the overall survey was from individuals from the government sector, followed by the Catholic sector and then the independent sector.
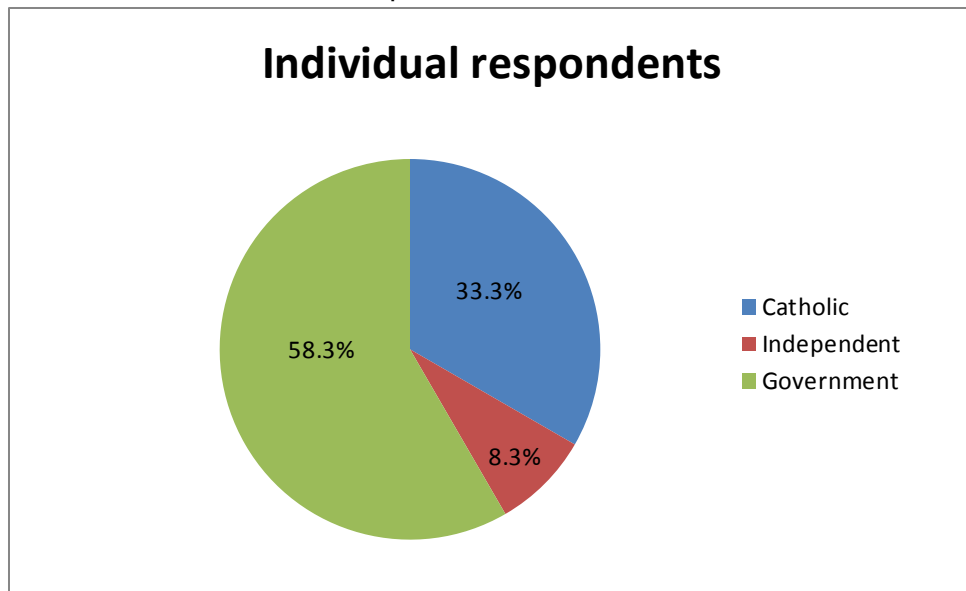
Figure 2.4: Online overall survey individual respondents by sector

2.2   Key feedback on content descriptions

There were conflicting responses to the draft changes, with respondents at various points along the continuum of support. Individual respondents were supportive of the changes to content descriptions and achievement standards.

On balance there was broad support for:

- changes in Humanities and Social Sciences (HASS) and in the phonics aspects of English
- moving the examples from the content descriptions to the elaborations as it provides greater clarity
- refinements to content descriptions to improve clarity.

APPA recognised that there has been a reduction in the content and is supportive of refining the Australian Curriculum website.

2.3   Key feedback on achievement standards

There was broad support for:

- schools having the option of using a combined achievement standard to assist with manageability and reporting.

2.4   Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Overall				
F–10 content descriptions	Revisions do not reduce the volume of curriculum	ESA ISQ SSDQLD BCE RCE BOSTES two individuals	• Changes are cosmetic • Duplication of content is still evident	Specific suggestions of duplication are welcomed. Changes to F–6 HASS are significant in the reductions of content achieved
F–10 content descriptions	In some instances, the collapsing of content descriptions compromises the precision, coherence, clarity and flexibility of learning intention of the subject or learning area	ESA SSDQLD QCEC VCAA BOSTES	• Combining content descriptions does not reduce the content • New content descriptions have diminished the quality and intent of some learning areas	Addressed through review work in each learning area
Years 5–6 content descriptions	The reductions are helpful, however they do not go far enough in Years 5 and 6	three individuals SSDQLD	• Curriculum is overcrowded	Specific suggestions of Years 5–6 content descriptions reductions are welcomed

Area	Concern	State/territory/PTAs	Specific matters that need attention	ACARA's proposed directions for revision
F–10 content descriptions	The amalgamation and deletion of content descriptions will affect the Australian Curriculum codes and, therefore, Program Builder and links to national resources through Scootle	BOSTES	NIL	Out of scope. Concern will be noted in the 2015 monitoring process.
Achievement standards – draft changes to Australian Curriculum: Overall				
	With the exception of The Arts, achievement standards are not more manageable or flexible than they were previously	ESA	NIL	Further review of achievement standards underway to ensure alignment to changes in content descriptions. Changes to achievement standards will reduce the number of achievement standards if the optional learning area achievement standards for Technologies and The Arts are used
	Reducing achievement standards to one overall standard is confusing, and clarity or	VCAA BOSTES one individual	NIL	The option of individual subject or learning area achievement standards for Technologies and The Arts to be provided and explanatory text provided on the Australian Curriculum website

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	what is to be assessed is lost.			
	The additions to the English achievement standards and content descriptions have increased the crowdedness.	CEWA ISQ ESA BOSTES two individuals		See English
	It is not clear if the subject-specific and overall achievement standards will be available as an option.	DECD	Ensure that the achievement standards are written so either can be used with the content descriptions.	Offer the option of using individual subject or combined achievement standards for Technologies and The Arts. NB Refer to HASS report for direction
	One achievement standard decreases assessment workload for teachers, can teachers adjust the amount of content they are required to teach across subjects?	DECD	NIL	Ensure the content descriptions have a clear line of sight with the single achievement standards

General concerns/issues lying outside survey scope				
General	Too much content in learning areas	CESA APPA	Clarify what is mandated and what is aspirational in regard to the curriculum in order that states and sectors can give clear direction to schools	Advice on Australian Curriculum website will confirm that the Australian Curriculum is aspirational for all young Australians and that state and territory curriculum and school authorities make decisions about the focus, priorities and implementation timeline for their schools
General	Different learning area designs	CESA	Develop consistency of design across the learning areas	Related work. Concern will be addressed in refinements to the Australian Curriculum website
General	A lack of explicitness in highlighting the intent and concepts underpinning the curriculum	BCE	Concept development in the curriculum should be commonly developed and named in each learning area.	Related work. Concern will be addressed through key ideas in refinements to the Australian Curriculum website
General	Primary teachers have not been consulted in the curriculum design and redesign process	QCEC	Primary teacher involvement in the curriculum design	Sample of practising primary teachers nominated by APPA participated in four days of consultation
General / out of scope	Lack of congruence across the skills, knowledge and general capabilities	QCEC	Check alignment of the skills, knowledge to the general capabilities across learning areas	Mapping of alignment of inquiry skills and relationship to critical and creative thinking was undertaken during the process. Any specific advice about this suggestion is welcomed

General / out of scope	Teachers need support to integrate content across learning areas in primary school	APPA DATTA QCEC two individuals	Develop rich Illustrations of practice and curriculum connections for primary teachers	Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan
General / out of scope	Understanding the construction of the combined achievement standards	APPA	Share explanation of the structure used to write achievement standards	Related work. Refinements to the Australian Curriculum website will provide an explanation of the structure used to write achievement standards
General / out of scope	Primary curriculum does not have a framework	APPA	Provide an explanatory framework for the primary curriculum.	Related work. Refinements to the Australian Curriculum website will provide an explanation of the primary curriculum
General / out of scope	Year level curriculum makes planning for primary multi-age classes difficult	APPA	Develop band- rather than year-based achievement standards	Out of scope. Concern will be noted in the 2015 monitoring process
Achievement standard	There should be assurance that the use of either the conflated or subject-specific achievement standard to assess students' learning and to inform teachers' planning enables students to be equally well-equipped and prepared for	DECD	Ensure that content is mapped across year levels	Noted

	continuing study of individual subjects in the middle and senior years.			
General	Writing single year level achievement standard for Years 7 and 8 will assist SA teachers, as Year 7 is in the primary school	DECD	NIL	Out of scope. Concern will be noted in the 2015 monitoring process

3. ENGLISH

3.1 Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the English curriculum area:

- content descriptions for each level: F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- achievement standards for each level: F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Specific feedback on the content descriptions was sought, based on the following areas:

- clarity of the content descriptions in each year
- pitch of the content descriptions for each year
- volume of content in each year
- appropriate progression across year levels
- whether the content description assisted in resolving the overcrowded nature of the curriculum.

Specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each year
- appropriate progression across year levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum
- explicitness of the phonemic awareness and phonics content
- clear sequence of phonemic awareness and phonic knowledge content.

3.2   Summary of demographics for online survey respondents

Across the English curriculum, ACARA received 39 responses to the online survey. There were 20 group responses and 19 individual responses. ACARA also received 10 written submissions.

Figures 3.1, 3.2, 3.3 and 3.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations)
- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 3.1, the largest proportion of respondents to the online survey was from New South Wales, followed by Queensland and then national organisations.
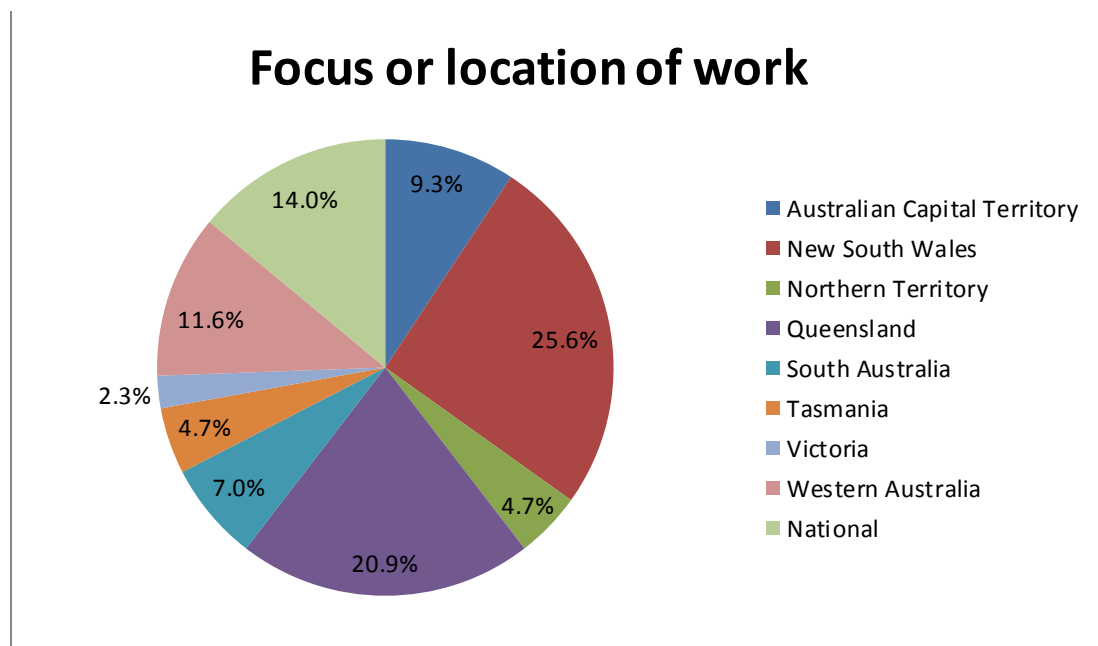
Figure 3.1: Online English survey respondents by focus or location of work

Respondent perspective

Figure 3.2 represents the total respondents to the online English survey. The largest proportion of respondents to the online English survey identified as education officers, followed by academics, and then school leaders.
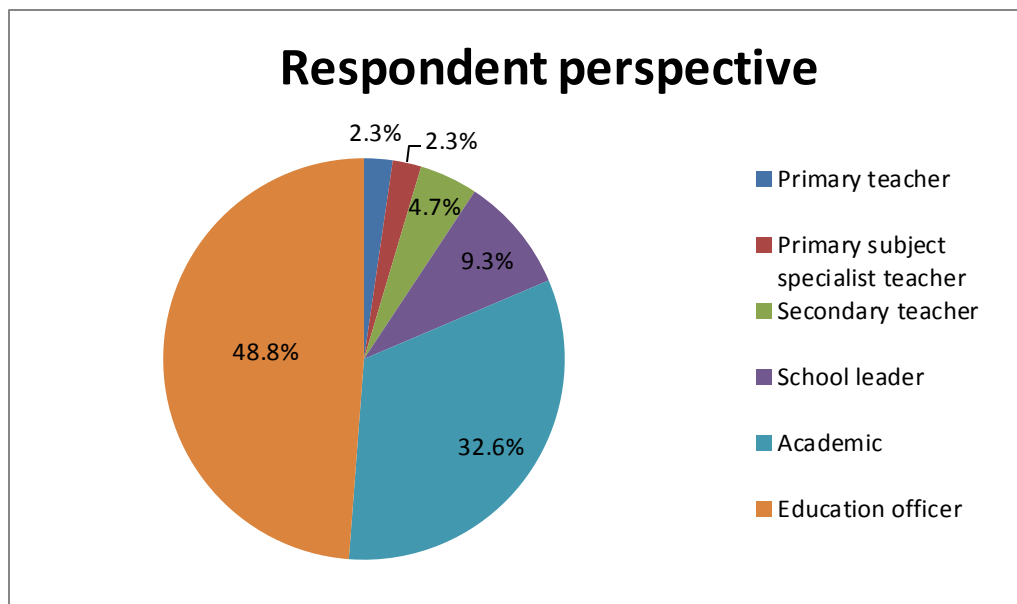
Figure 3.2: Online English survey respondents by perspective

Group respondents

Figure 3.3 represents the group respondents to the online English survey by organisation type. The largest proportion of contributions to the online English survey was from education authorities.
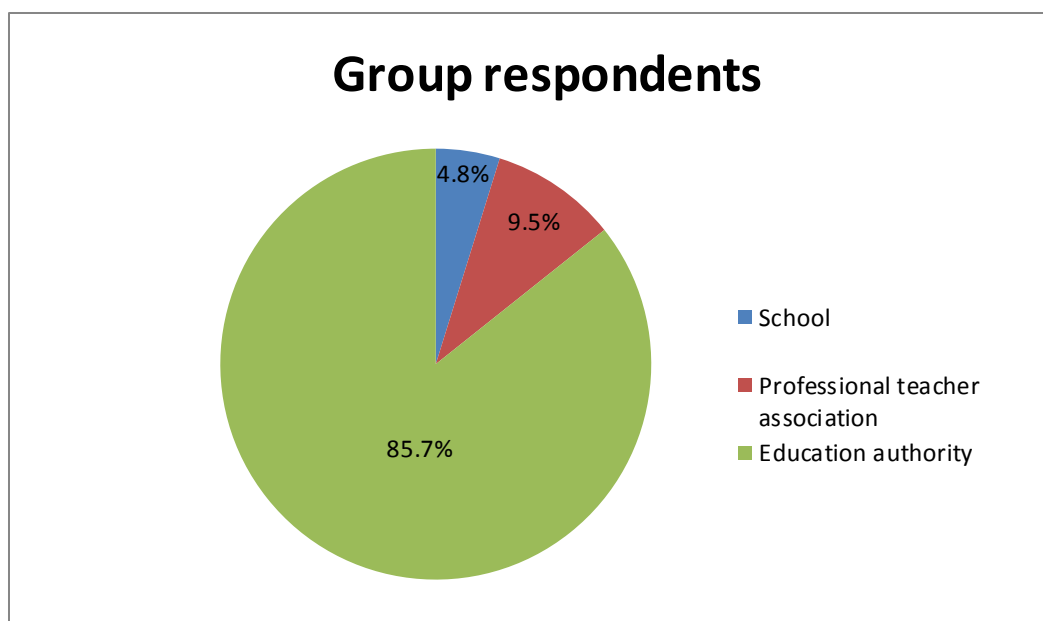
Figure 3.3: Online English survey group respondents by organisation type

Individual respondents

Figure 3.4 represents the individual respondents to the online English survey and what sector they are from. The largest proportion of contributions to the online English survey was from individuals from the government sector, followed by the independent sector and then the Catholic sector.
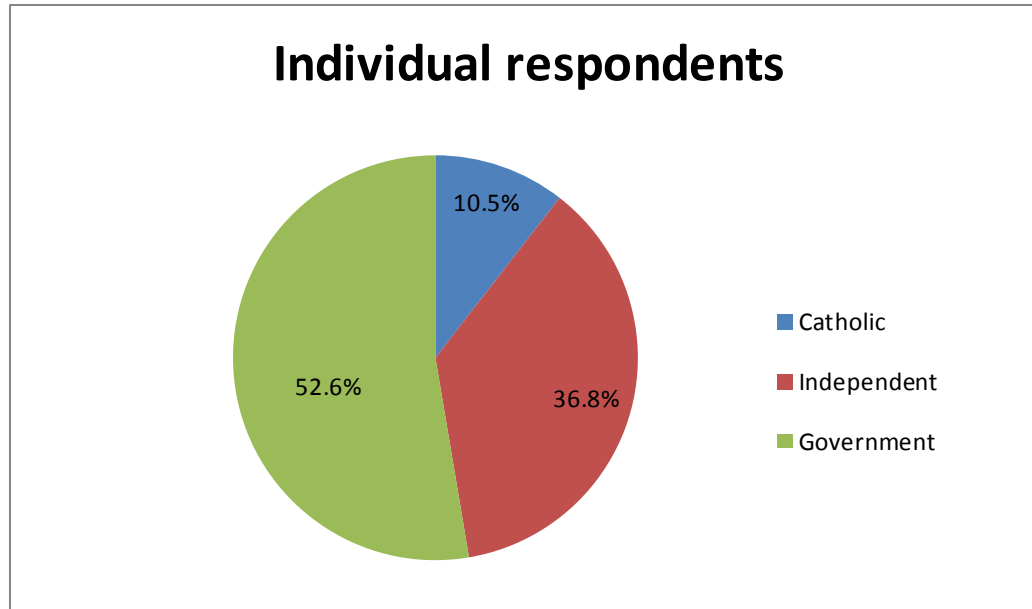
Figure 3.4: Online English survey individual respondents by sector

3.3   Strengths

3.3.1   *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: English, the feedback provided broad support for the reconfiguration of the sound and letter knowledge sub-strand of the language strand, to be renamed phonics and word knowledge.

The content descriptions within the sub-strand contain new or revised content descriptions, which strengthen the presence of phonics and phonemic awareness in the F–10 English curriculum, including through the emphasis on their connection to early reading and writing development. Changes provide clarity and better sequencing, and remove unnecessary complexity and jargon (AISSA; DET; Multilit group; CESA; QCPCA; ISQ; APPA; VCAA; WASCSA; 11 individuals).

3.4   Summary of key feedback and directions

Respondents largely supported draft changes to the content descriptions to strengthen phonemic awareness and phonics by reconfiguring the sound and letter knowledge sub-strand into the phonics and word knowledge sub-strand. There was little support for relocating the phonics and word knowledge sub-strand to the first position in the language strand, nor was there much support for relocating the handwriting sub-strand from the literacy strand. There was little support for the proposed deletions and amalgamations of threads in other aspects of English.

There were acknowledgement that changes to content descriptions would need to be aligned to achievement standards and some concern about pitch and alignment in the draft F–6 achievement standards.

The sound and letter knowledge sub-strand of the language strand will be strengthened and renamed as the phonics and word knowledge sub-strand, comprised of three threads: phonological and phonemic awareness, alphabet and phonic knowledge and spelling. The handwriting thread will not be relocated as proposed, but content descriptions in phonic and word knowledge will be revised to emphasise the importance of phonics to both writing development as well as reading. The creating literature sub-strand will be strengthened in F–2. Apart from minor edits, few changes will occur to other aspects of English.

3.5   Concerns and directions for revision

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to strengthen phonemic awareness and phonics in Australian Curriculum: English				
Reconfigured phonics and word knowledge sub-strand	Support subject to specified revisions to content descriptions	AISSA DET CESA MULTILIT group ISQ WASCSA Six individuals	Phonics and word knowledge content descriptions require revisions to: • shorten so that multiple concepts are not overloaded into individual content descriptions • improve sequence of F–6 content descriptions	Review all content descriptions in the phonics and word knowledge sub-strand, making use of suggested improvements to wording and content
Relocated spelling focus thread	No support for relocating spelling thread within the reconfigured phonics and word knowledge sub-strand	BCE QCEC Combined Qld APPA VCAA	Spelling F–10 belongs with written expression (expressing and developing ideas); it does not belong with phonics	Retain spelling focus thread in relocated position as it was strongly supported by other stakeholders, including phonics experts
Revisions to content descriptions for spelling focus thread	Concern about over-emphasis on aural skills	SSDQLD DET CESA DoE One individual	Emphasis on aural skills is at the expense of morphology, visualisation, etymology,	Revise *Spelling* F–6 content descriptions to address concerns raised, making use of suggested improvements to wording and content

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			and onset and rime for spelling F–6	
Relocated handwriting focus thread	Concern over relocating handwriting thread within the reconfigured phonics and word knowledge sub-strand	RCE BCE AISWA DET ESA CEWA WASCSA	Handwriting is separated from keyboarding and undermines multimodality of Australian Curriculum: English; content descriptions should state that the letters represent pattern and meaning, in addition to sound.

Pencil grip has been erroneously omitted | The handwriting thread will not be relocated and draft changes will be not be made.

Out of scope. The inclusion of pencil grip in the Foundation content description for handwriting will be noted in the 2015 monitoring report.

Revise content descriptions in phonic knowledge thread to incorporate beginning writing, emphasising the importance of phonics to both writing development as well as reading |
| **Any changes to English** | No support for any changes to strengthen phonics in English | RCE Combined Qld Combined ACT One individual | The draft changes are not supported because they overemphasise the phonological dimension of reading, and negatively impact on the planning of teachers who are well into implementation of the Australian Curriculum | No action. Changes to phonics were broadly supported and should be retained in keeping with actions endorsed by Education Council |

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Inclusion of examples in content descriptions in the phonics and word knowledge sub-strand	Concern about the inclusion of examples being unhelpful	Combined Qld One individual	The use of examples added to the length; and make things more complicated and too long	Remove examples of sample words from phonics content descriptions and provide more detailed advice through elaborations, glossary or supporting advice. Extensive support for improving clarity and reducing length of content descriptions
Additional advice for teachers to clarify phonics content descriptions	Concern that less experienced teachers need more clarity about the intent of the content descriptions in the phonics and word knowledge sub-strand	Two individuals	The changes involve too few examples to be helpful to teachers, so rather than adding and making content descriptions even longer and more complex, it would be better for teachers to be given additional comprehensive clarification and examples	Develop further advice and revise elaborations and glossary to the Australian Curriculum website to clarify phonics content descriptions and provide examples
Content descriptions – draft changes to other (non-phonics) aspects of Australian Curriculum: English				
Any changes to English	No support for any changes to AC English	RCE Combined Qld SSDQLD Combined ACT One individual	The draft changes are not supported because they add unwanted complexity and length, remove valuable content, distort the lateral flow of the sub-strands and negatively impact on the planning	Only minor changes will proceed to other aspects of English (see specifics)

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			of teachers who are well into implementation of the Australian Curriculum	
Reductions in content descriptions to other aspects of Australian Curriculum: English	Draft deletions and amalgamations of threads not supported	Combined Qld DET CEWA MULTILIT group RCE AISWA DEC DECD QCEC SSDQLD CESA VCAA WASCSA 11 individuals	The removal of following content description threads constitutes a loss of important content and flow: • language variation and change • language for interaction Amalgamation of following threads adds complexity and negatively impacts on the planning of teachers: • listening and speaking interactions (purposes and contexts) • listening and speaking interactions (skills) • oral presentations	Draft changes will not proceed to reduce or amalgamate the following content description threads: • language variation and change • language for interaction • purpose and audience • listening and speaking interactions (purposes and contexts) • listening and speaking interactions (skills) • oral presentations

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Interpreting, analysing, evaluating sub-strand – reading processes thread F–3	No support for the draft removal of term 'prediction' as a reading strategy	DEC Combined ACT AATE QCEC SSDQLD APPA Three individuals	The term 'prediction' and the strategy it denotes is important in reading F–3, alongside other reading strategies	Draft changes will not proceed. The term 'prediction' will be retained as a reading strategy F–3.
Interpreting, analysing, evaluating sub-strand – reading processes thread F–1	Concern about the inclusion of the terms 'decodable texts' and 'levelled text'	BCE Combined Qld AISWA CESA Combined ACT QCEC APPA WASCSA Two individuals	The term 'decodable' is used ambiguously and hints at commercial products. It does not fit with the English construct; the 'decodable' emphasis limits reading for interest and meaning in reading. The use of term 'levelled text' dumbs down curriculum	Revise reading processes thread F–1 to include references to 'decodable texts' and 'predictable texts'. The importance of including appropriate decodable texts was supported by phonics forum experts. The term "levelled text" has been removed.
Interpreting, analysing, evaluating sub-strand – draft change of header to 'reading and viewing'	Concern about draft change from 'interpreting, analysing, evaluating' to 'reading and viewing'	RCE BCE Combined Qld Combined ACT APPA VCAA WASCSA	The change of sub-strand name does not help the substance of reading and viewing; nor does it fit the style of Australian Curriculum: English.	Draft changes will not proceed. There was limited support for the change. Retain the 'interpreting, analysing and evaluating' endorsed sub-strand header

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Interpreting, analysing, evaluating sub- strand – draft additional content descriptions for F–5 and Year 10 in analysing and evaluating texts focus thread	Little feedback on draft content descriptions, some suggestions for revisions	BCE VCAA WASCSA (Note: no other submission commented on this change; but there were no specific objections, and BCE confirmed these skills are "a vital component of the discipline of English" (p. 47)	The proposed content descriptions for F–5 and Year 10 were not supported in their proposed form – because "they focus on comprehension" and are not specific to analysis and evaluation … need more emphasis on interpreting and evaluating"	Out of scope. The draft additional seven content descriptions will be noted in the 2015 monitoring report.
Creating literature sub- strand – draft change of header to Interacting with Literature	Concern that change does not reflect the intent of the sub-strand	AATE (incorporating ETA Qld, ETA NSW, Vic. Ass. TE, SA ETA, Tas. ETA, and ETA WA); (Note: AISWA was in support of the change)	Interacting does not emphasise the creative writing side, which is the purpose of this thread.	Draft changes will not proceed. There was limited support for the change. Retain the 'creating literature' endorsed sub-strand header
Three new content descriptions for F–2 Creating Literature – Experimentatio	Support and no explicit concerns raised	Combined Qld SSDQLD 25 individuals	Qld combined response indicated that these content descriptions represent appropriate content for the early years and their	Retain the three draft F–2 content descriptions as there was no explicit concerns raised. The additions support rebalancing actions raised in the review of the Australian Curriculum.

Area	Concern	State/territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
n and Adaptation			engagement with literature F–2	
Achievement standards – draft changes to Australian Curriculum: Overall				
Draft changes to F–2 achievement standards to reflect new Phonics and Word Knowledge content description	Concerns about appropriateness of pitch and alignment in F–2 draft changes to achievement standards, to reflect new Phonics and Word Knowledge content description	Combined Qld BCE QCEC AISWA APPA WASCSA	Expectations on students are inappropriately high in terms of pitch, but no specific details are given (AIS WA); they are too explicit, not consistent with shaping paper view on what achievement standards are	Revise draft changes to achievement standards to ensure alignment to changes to content descriptions. Draft changes to achievement standards were supported by a range of respondents, especially some phonics experts

4. MATHEMATICS

4.1 Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the Mathematics curriculum area:

- content descriptions for each level: F, 1, 4, 5, 8, 9
- achievement standards for each level: F, 1, 4, 5, 8, 9.

Specific feedback on the content descriptions was sought, based on the following areas:

- clarity of the content descriptions in each year
- pitch of the content descriptions for each year
- volume of content in each year
- appropriate progression across year levels
- whether the content description assisted in resolving the overcrowded nature of the curriculum.

Specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each year
- appropriate progression across year levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum.

4.2   Summary of demographics for online survey respondents

Across the Mathematics curriculum, ACARA received 28 responses to the online survey. There were 16 group responses and 12 individual responses. ACARA also received seven written submissions.

Figures 4.1, 4.2, 4.3 and 4.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities

- representative bodies (such as teacher professional associations)

- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 4.1, the largest proportion of respondents to the online survey was from Queensland, followed by South Australia and New South Wales.
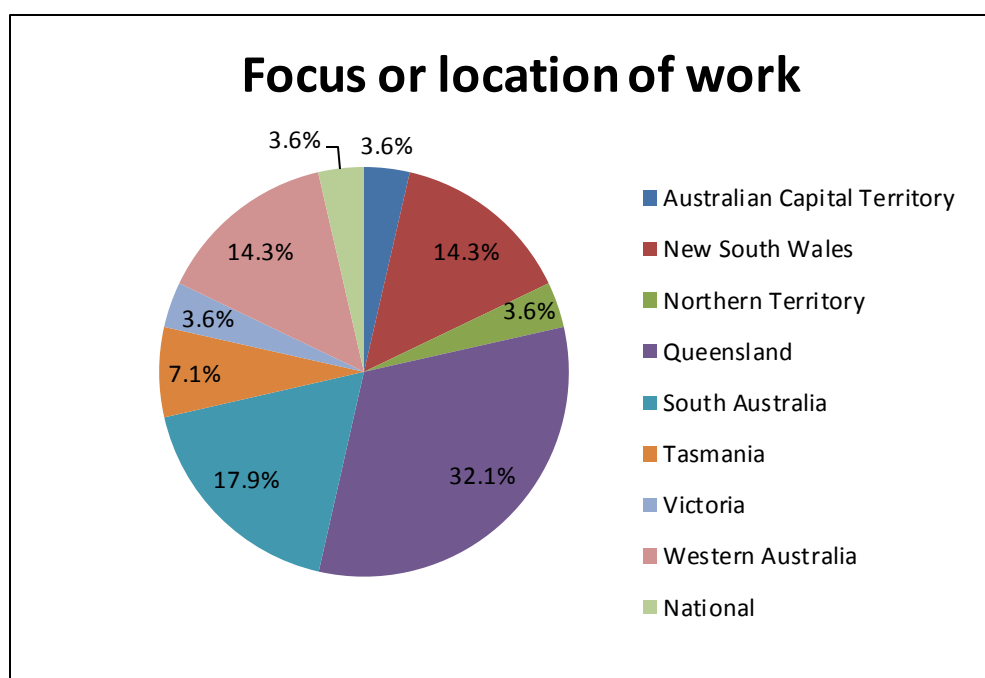
Figure 4.1: Online mathematics survey respondents by focus or location of work

Respondent perspective

Figure 4.2 represents the total respondents to the online mathematics survey. The largest proportion of respondents to the online mathematics survey are identified as education officers, followed equally by school leaders and secondary teachers, and then by academics.
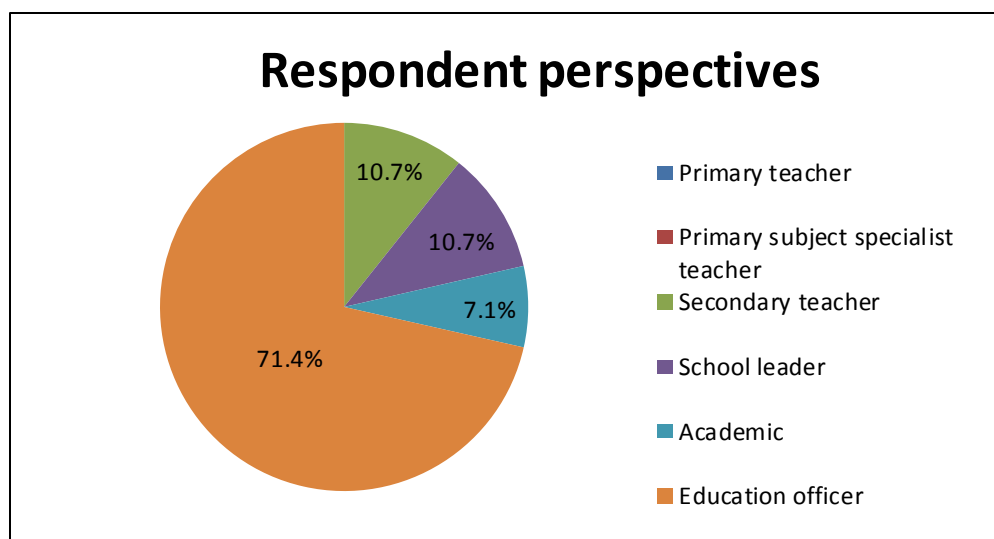
Figure 4.2: Online mathematics survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 3 represents the group respondents to the online mathematics survey by organisation type. The largest proportion of contributions to the online mathematics survey was from education authorities.
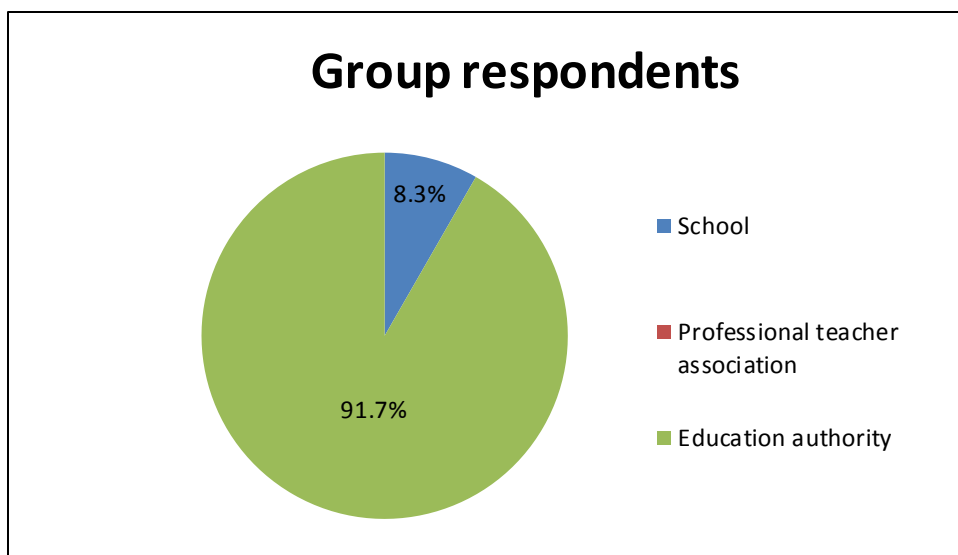
Figure 4.3: Online mathematics survey group respondents by organisation type

NB: Contributions of less than 1% are not shown on the graph

Individual respondents

Figure 4 represents the individual respondents to the online mathematics survey and what sector they are from. The largest proportion of contributions to the mathematics survey was from individuals from the government and independent sectors equally, followed by the Catholic sector.
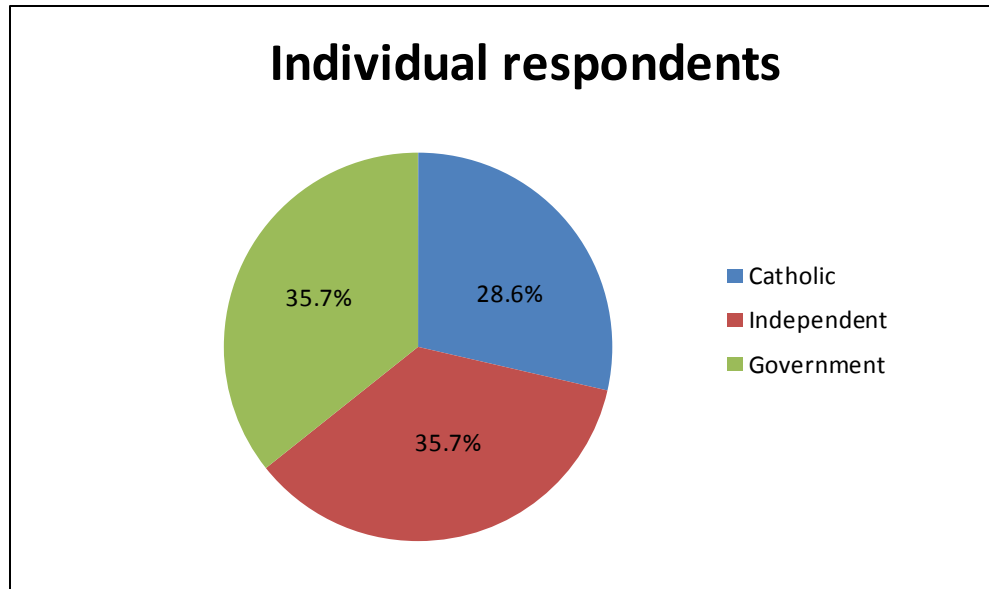
Figure 4.4: Online mathematics survey individual respondents by sector

4.3   Strengths

4.3.1   *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Mathematics, the feedback provided broad support for the following:

- the changes in wording have clarified the content descriptions
- the volume of content is appropriate for each year level
- the content descriptions are clear and unambiguous, and are pitched at the appropriate level.

4.3.2   *Achievement standards*

In relation to the draft changes to the achievement standards for Australian Curriculum: Mathematics, the feedback provided broad support for the following:

- the changes to the achievement standards reflect the changes in content descriptions
- the pitch of the achievement standards is suitable for all year levels
- the achievement standards are a good progression of learning across year levels.

4.4   Summary of key feedback and directions

Stakeholders largely agreed that the draft content descriptions are clear, well-pitched and have appropriate volume of content.

There was broad agreement that the achievement standards were well-aligned to content descriptions, well-pitched and show good progression. There were some minor concerns about the Foundation Year and with presentation of the proficiencies.

Draft changes to content descriptions and achievement standards will be adopted.

4.5 Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Mathematics				
Proficiencies	The links between proficiencies, content descriptions and achievement standards are not obvious	SSDQLD QCEC ISQ QCAA DECD	The proficiencies are not obvious in the year level statements	Concern will be noted in the 2015 monitoring process and addressed in refinements to the Australian Curriculum website
Content	There is no change in the volume of content	SSDQLD QCEC ISQ QCAA Individuals NT Ed. Office DEC ESA DECD APPA WASCSA	The amount of content has not been reduced as a result of the revisions	Concern will be noted in the 2015 monitoring process. The intent of the revisions was to clarify some content descriptions and to enhance the 'reasoning' proficiency
Editing	Some wording refinements	DEC Combined Qld SSDQLD QCEC ISQ QCAA WASCSA	Some content descriptions need refinement	Out of scope. These comments have been noted for the monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Achievement standards – draft changes to Australian Curriculum: Mathematics				
Nature of achievement standards	The achievement standards in Mathematics are different from those in other learning areas	BCE AAMT SSDQLD QCEC ISQ QCAA	Content is reflected in the achievement standards	Out of scope. These comments have been noted for the monitoring process
Foundation achievement standard	There is content missing from the Foundation achievement standards	BCE SSDQLD QCEC ISQ QCAA	Creating and continuing patterns is not a part of the Foundation achievement standard	Leave Foundation achievement statement untouched as it reflects what a typical student can achieve by the end of the year
Proficiencies	The proficiencies are not evident in the achievement standards	SSDQLD QCEC ISQ QCAA WASCSA	The four words 'fluency', 'understanding', 'reasoning' and 'problem-solving' are not contained in the achievement standards	Make year level statements visible so the place of proficiencies is obvious. Leave draft achievement standards as is

5. SCIENCE

5.1 Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the Science curriculum area:

- content descriptions for each band level: F–2, 3–4, 5–6, 7–8, 9–10
- achievement standards for each band level: F–2, 3–4, 5–6, 7–8, 9–10.

Specific feedback on the content descriptions was sought, based on the following areas:

- clarity of the content descriptions in each band
- pitch of the content descriptions for each band
- volume of content in each band
- appropriate progression across band levels
- whether the content description assisted in resolving the overcrowded nature of the curriculum.

Specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each band
- appropriate progression across band levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum.

5.2 Summary of demographics for online survey respondents

Across the Science curriculum, ACARA received 27 responses to the online survey. There were 18 group responses and nine individual responses. ACARA also received seven written submissions.

Figures 5.1, 5.2, 5.3 and 5.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations)
- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 5.1, the largest proportion of respondents to the online survey was from Queensland, followed by national organisations and then by Tasmania.

Focus or location of work

- 3.7% Australian Capital Territory
- 7.4% New South Wales
- 3.7% Northern Territory
- 29.6% Queensland
- 7.4% South Australia
- 14.8% Tasmania
- Victoria
- 11.1% Western Australia
- 22.2% National
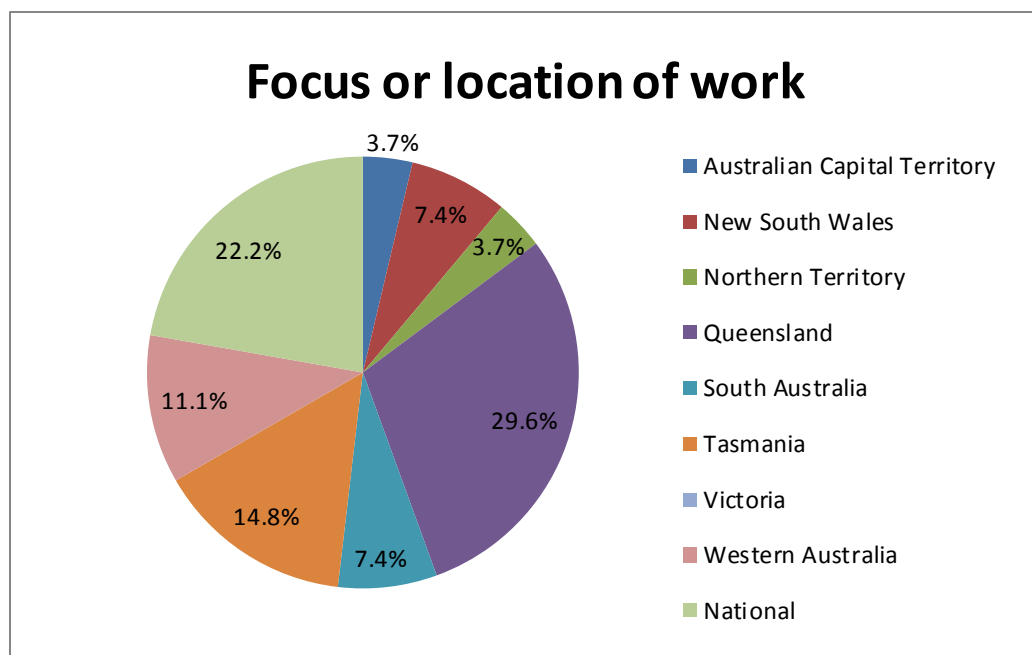
Figure 5.1: Online science survey respondents by focus or location of work

NB: Contributions of less than 1% are not shown on the graph

Respondent perspective

Figure 5.2 represents the total respondents to the online science survey. The largest proportion of respondents to the online science survey identified as education officers, followed by academics, and then school leaders.
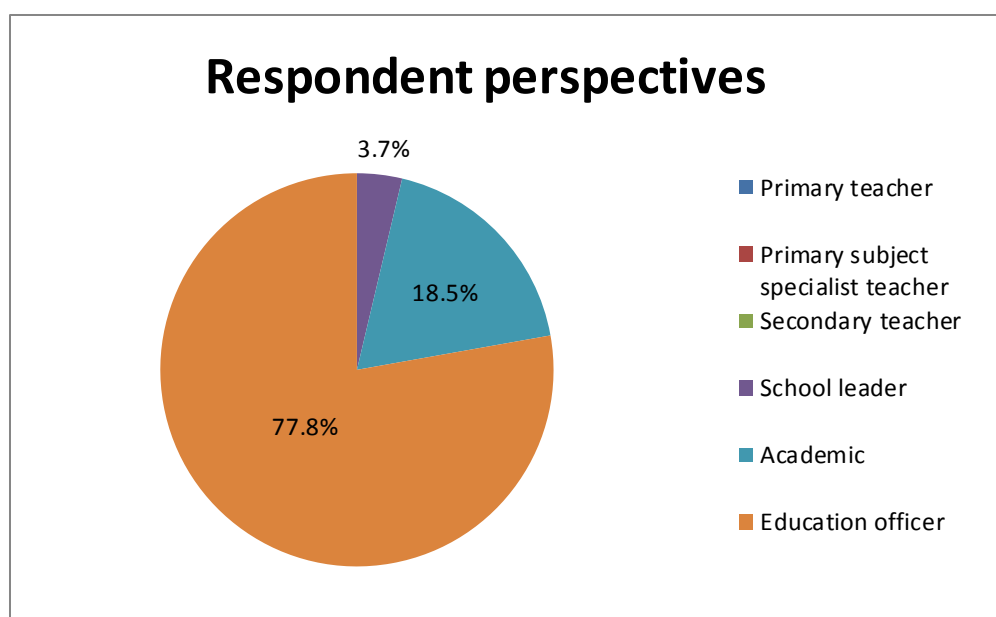
Figure 5.2: Online science survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 5.3 represents the group respondents to the online science survey by organisation type. The largest proportion of contributions to the online science survey was from education authorities.
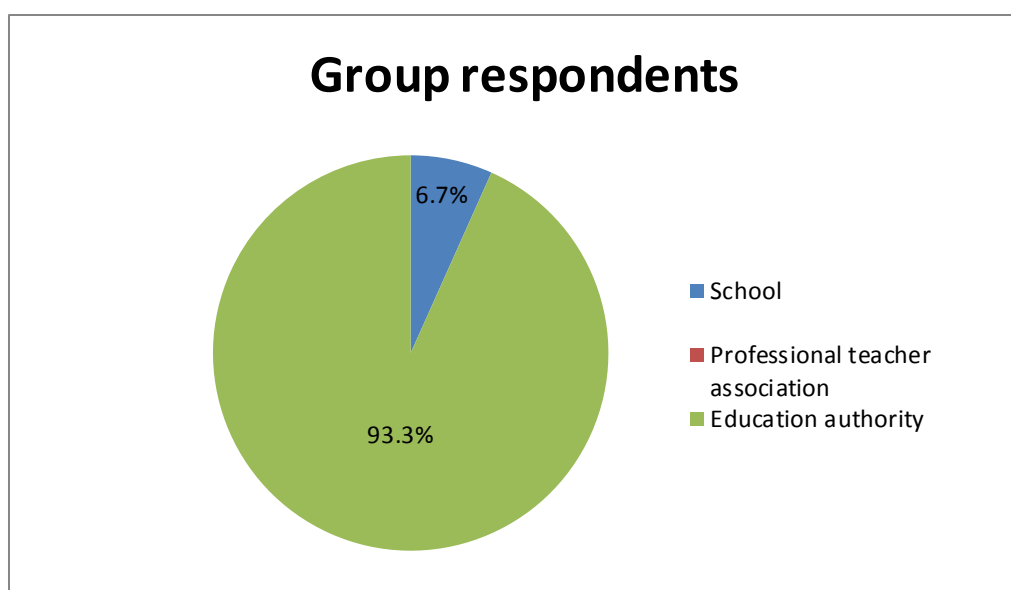
Figure 5.3: Online science survey group respondents by organisation type

NB: Contributions of less than 1% are not shown on the graph

Individual respondents

Figure 5.4 represents the individual respondents to the online science survey and what sector they are from. The largest proportion of contributions to the online science survey was from individuals from the government sector, followed by the independent sector, and then the Catholic sector.
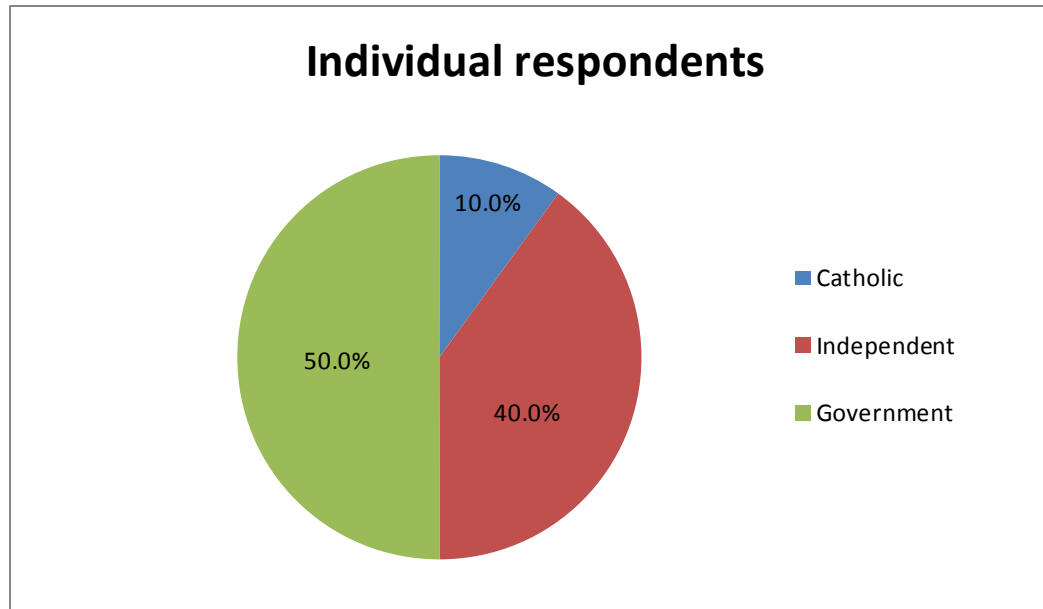
Figure 5.4: Online science survey individual respondents by sector

5.3 Strengths

5.3.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Science, the feedback provided broad support for the following:

- reductions to the content descriptions and simplification within the science as a human endeavour strand, particularly in Years 1 and 2
- reductions to the science inquiry strand, producing greater clarity in skill progression and sequencing across F–6
- inclusion of 'observing' in science as a human endeavour for Years 1 and 2 as it provides a link from Foundation and strengthens the intention
- inclusion at Foundation of students posing their own questions
- removal of most examples using terms like 'including' and 'such as' was seen as decluttering, making the intent clearer and allowing teachers to select examples of interest to their students
- rewording of evaluating and communicating sub-strands for Years 3–6 as clearer for teachers
- reductions and updating on phrases such as 'multimodal texts' to 'multimodal and scientific representations' helped clarify the intent
- inclusion of fair tests for Years 3 and 4 has improved continuity.

5.3.2 *Achievement standards*

In relation to the draft changes to the achievement standards for Australian Curriculum: Science, the feedback provided broad support for the following:

- The achievement standards have generally been modified and provide more clarity especially in Years 1 and 2 but improved continuity especially in F–8.

5.4 Summary of key feedback and directions

Most feedback indicated that little change had been needed to the endorsed Science curriculum. Overall, respondents agreed that many draft changes showed greater clarity and progression of the content, particularly F–6 in the science inquiry skills and science as a human endeavour strands across the full range of bands. There was concern that some draft changes conflated a number of concepts and therefore created more complexity.

Respondents said that clarity had improved but noted some further alignment issues to be resolved.

All draft changes to content descriptions will be reviewed and refined based on consultation feedback. Achievement standards will be reviewed to ensure there is alignment to and consistency with changes to content descriptions.

5.5 Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Science				
F–10	Combining content descriptions causes complexity	ISQ QCEC SSDQLD BCE QCAA Combined ACT WASCSA BOSTES	Some combinations may create complexity for non-specialist science teachers and do not reduce the number of concepts that need to be taught	Review all combined content descriptions to ensure clarity of teaching intent. Where complexity cannot be reduced, the content description will be split into its former components. This will impact the number of content descriptions in Science (no longer be a reduction)
F–10	Lack of alignment between content descriptions and achievement standards	All	Changes to either content descriptions OR achievement standards has impact on alignment	Review changed content descriptions and achievement standards to ensure alignment and consistency
F–10	Refinements to specific content or achievement standards	All	There have been many useful amendments to content descriptions, which can add clarity or refinement to the curriculum	Incorporate advice into final revisions of content descriptions
Years 5–6	'Range of text types' is not understood	DEC Combined ACT	'Range of text types' can limit the type of communication that could occur	Related work. Concern will be addressed in refinements to the Australian Curriculum website. Define it more clearly in the glossary (there may be different interpretations in different states). This could also be supported with further related work that is occurring within the context of the curriculum refinement

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
F–10	Elaborations need updating	All	The elaborations will need to be revised to include removed details from content descriptions and checked for alignment and currency	Related work. Concern will be addressed in refinements to the Australian Curriculum website
F–10	The 'Overarching ideas' are not prominent enough	BCE ISQ QCEC QCAA SSDQLD	The 'overarching ideas' (higher level conceptual developmental ideas) in Science are not clear enough to provide clarity around their use and influence on planning	Related work. Concern will be addressed in refinements to the Australian Curriculum website. This work can be supported with refinement work including refinements to overview material, addition of 'Key ideas' section and further work on the year level descriptions to enhance the placement and use of these key ideas within the year level pages to improve clarity and guide teacher planning
F–6	Content not reduced	ISQ QCEC BCE QCAA SSDQLD WASCSA BOSTES	Minimal reduction of concepts that need to be taught despite minor reductions in content descriptions and achievement standards in the review process	No action – noted. There was considerable support for Science having manageable levels of content descriptions and achievement standards prior to the review, and this was supported by stakeholders in the review process and by a group of practising primary teachers
F–6	Removal of science as a human endeavour strand devalues its significance	SSDQLD DEC	There was some concern related to the relative diminishing value of content descriptions in the Science as a human endeavour strand and loss of contexts	No action – draft change retained. Related work. Concern will be addressed in refinements to the Australian Curriculum website by providing elaborations at Years 5-6 that illustrate how a school could choose to teach the cultural context through the revised content description.
F–6	Removal of inclusions and examples	DEC	Loss of examples leaves content descriptions lacking substance, adds ambiguity and does not support school planning	No action. This response is in conflict with the majority of feedback

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
F–6	Disjointed content sequence	ISQ QCEC BCE QCAA SSDQLD	Endorsed Australian Curriculum: Science scope and sequence of content descriptions has a disjointed content structure, particularly in Earth and Space and Physical Sciences, where the concepts alternate and topics do not repeat; this makes difficult to manage multi-age groups	Out of scope. Concern will be noted in the 2015 monitoring process. Note: this concern reflects dissatisfaction with the original construct for Australian Curriculum: Science
Achievement standards – draft changes to Australian Curriculum: Science				
F–10	Lack of alignment between content descriptions and achievement standards	All	Changes to either content descriptions or achievement standards have impact on alignment	Review changed content descriptions and achievement standards to ensure alignment and consistency
F–10	Refinements to specific content or achievement standards	All	There have been many useful amendments to achievement standards, which can add clarity or refinement to the curriculum	Incorporate advice into final revisions of achievement standards
F–6	Content not reduced	ISQ QCEC BCE QCAA SSDQLD WASCSA	Minimal reduction of concepts that need to be taught despite some reductions in content descriptions and achievement standards in the review process	No action. Prior to the review, there was considerable support for Science having manageable levels of content descriptions and achievement standards, and this was supported by stakeholders in the review process and by APPA in face-to-face meetings

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
7–10	Achievement standards have not been improved	AISSA	Clarifying the specifics of the achievement standards by dot pointing or deconstructing to make clearer	Out of scope. Concern will be noted in the 2015 monitoring process

6. HUMANITIES AND SOCIAL SCIENCES

6.1 Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the Humanities and Social Sciences (HASS) curriculum area:

- HASS redesign: F–6
- content descriptions for each band level: F–2, 3–4, 5–6
- achievement standards for each band level: F–2, 3–4, 5–6

- HASS redesign: 7–8
- content descriptions for each band level: 7–8
- achievement standards for each band level: 7–8

- History: 7–10
- content descriptions for each band level: 7–8, 9–10

- Geography: 7–10
- content descriptions for each band level: 7–8, 9–10
- achievement standards for each band level: 7–8, 9–10

- Civics and Citizenship: 7–10
- content descriptions for each band level: 7–8
- achievement standards for each band level: 7–8

- Economics and Business: 7–10
- content descriptions for each band level: 7–8
- achievement standards for each band level: 7–8.

Specific feedback on the redesign of Years F–6 and Years 7–8 was sought, based on the following areas:

- one page view of sub-strands (formerly subjects and skills) for each year level
- one set of skills for all sub-strands (formerly subjects) for each band
- one achievement standard for each year level
- year level descriptions to support sub-strand connectivity
- inquiry questions to support connectivity.

Specific feedback on the content descriptions for Years F–6 and Years 7–8 was sought, based on the following areas:

- clear and unambiguous content descriptions in each year level
- improvement of the curriculum
- resolution to overcrowding
- appropriate pitch of the content descriptions in each year level
- suitable volume of the content descriptions in each year level

- appropriate progression across the year levels.

Specific feedback on the achievement standards for Years F–6 and Years 7–8 was sought, based on the following areas:

- consistent pitch of the content descriptions in each year level
- appropriate progression across the year levels
- support for assessment and reporting
- alignment with revised curriculum.

Specific feedback on the content descriptions for Years 7–10 History, Geography, Civics and Citizenship, and Economics and Business was sought, based on the following areas:

- clear and unambiguous content descriptions in each year level
- improvement of the curriculum
- appropriate pitch of the content descriptions in each year level
- suitable volume of the content descriptions in each year level
- appropriate progression across the year levels.

Specific feedback on the achievement standards for Years 7–10 Geography, Civics and Citizenship, and Economics and Business was sought, based on the following areas:

- consistent pitch of the content descriptions in each year level
- appropriate progression across the year levels
- support for assessment and reporting
- alignment with revised curriculum.

6.2 Summary of demographics for online survey respondents

Across the Humanities and Social Science curriculum, ACARA received 66 responses to the online survey. There were 42 group responses and 24 individual responses. ACARA also received 18 written submissions.

Figures 6.1, 6.2, 6.3 and 6.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations)
- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 6.1, the largest proportion of respondents to the online survey was from Queensland, followed by national organisations and then South Australia.
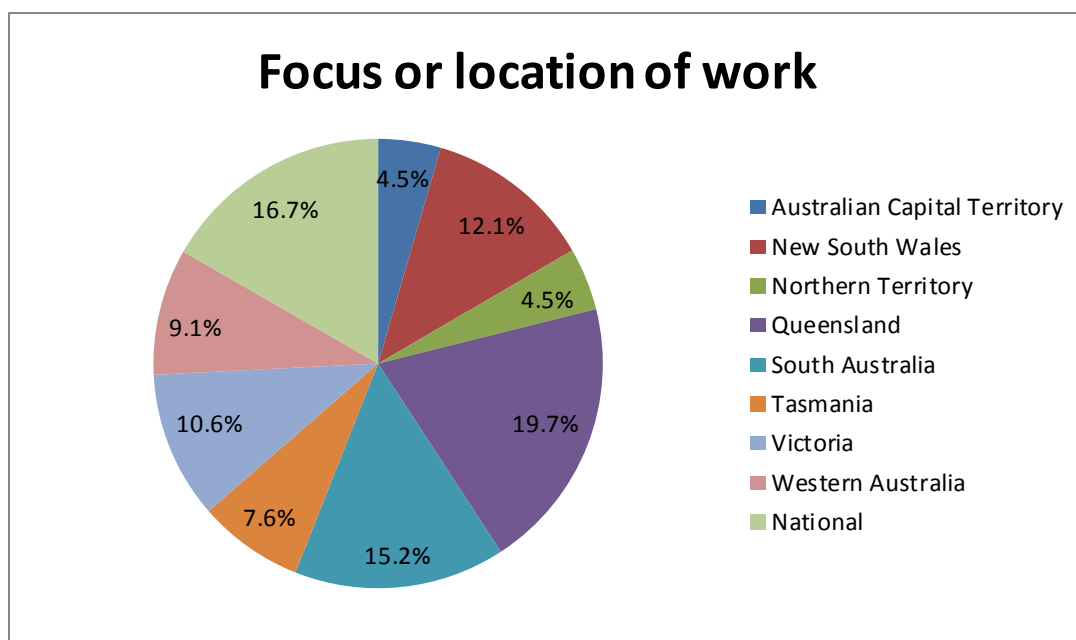
Figure 6.1: Online humanities and social sciences survey respondents by focus or location of work

Respondent perspective

Figure 6.2 represents the total respondents to the online humanities and social sciences survey. The largest proportion of respondents to the online humanities and social sciences survey identified as education officers, followed by secondary teachers and then equally by academics and school leaders.

Respondent perspective

Primary teacher	6.1%
Primary subject specialist teacher	6.1%
Secondary teacher	13.6%
School leader	10.6%
Academic	10.6%
Education officer	53.0%
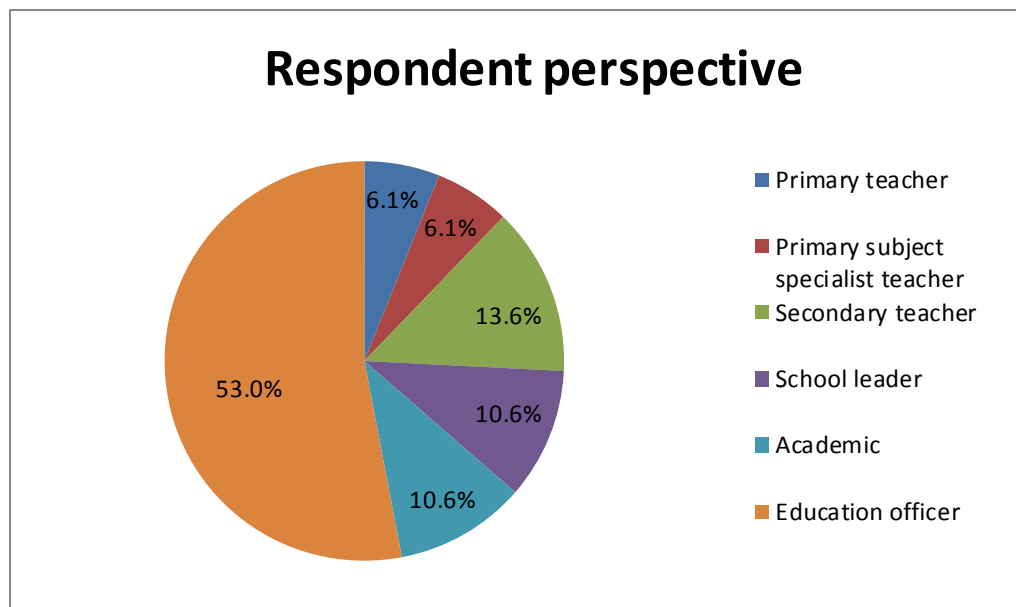
Figure 6.2: Online humanities and social sciences survey respondents by perspective

Group respondents

Figure 6.3 represents the group respondents to the online humanities and social sciences survey by organisation type. The largest proportion of contributions to the online humanities and social sciences survey was from education authorities.

Group respondents

School	8.3%
Professional teacher association	22.2%
Education authority	69.4%
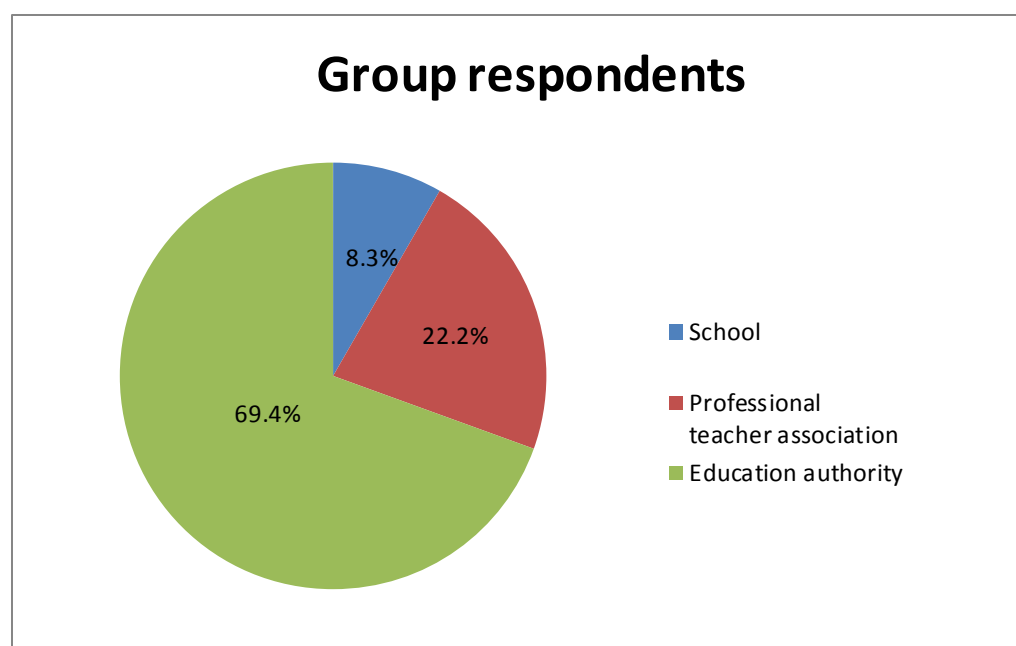
Figure 6.3: Online humanities and social sciences survey group respondents by organisation type

Individual respondents

Figure 6.4 represents the individual respondents to the online humanities and social sciences survey and what sector they are from. The largest proportion of contributions to the online humanities and social sciences survey was from individuals from the government sector, followed by the independent sector and then the Catholic sector.
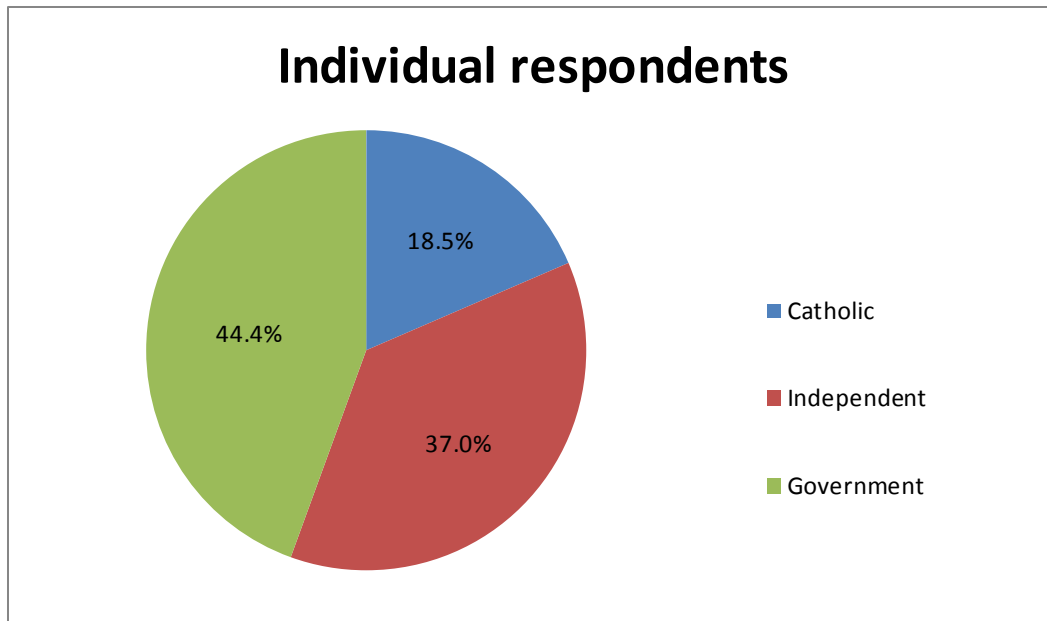
Figure 6.4: Online humanities and social sciences survey individual respondents by sector

6.3 HASS, Foundation – Year 6: strengths

In relation to the draft redesign for Australian Curriculum: Humanities and Social Sciences, the feedback provided broad support for the following:

- The side-by-side view of the F–6 curriculum (F–7 for DECD) improves manageability, with strongest support in F–2 (at 75 per cent) and from primary school based teachers, leaders and a parent group, who cite the format as offering opportunities for integration and bringing inquiry to the fore. "APPA strongly supports the change from subject organisation to learning areas for the primary curriculum. There is clearly some 'drift' towards reducing overcrowding…The HASS learning area is welcomed and represents a more realistic view of curriculum delivery in the primary school." (APPA)
- The development of one set of skills and one achievement standard per band resolves overcrowding, with strongest support in Years F–4.
- The integration advice in the year level descriptions is valuable.
- The draft inquiry questions guide teachers on how they might connect the sub-strands, with highest support in Years F–2.
- Although the combined single achievement standard for each year level was judged as being unwieldy, there was broad agreement that the one achievement standard addresses the issue of overcrowding.

6.3.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Humanities and Social Sciences, the feedback provided broad support for the following:

- The content descriptions are clear and unambiguous, with highest support in Years F–2. Knox Grammar School (#51) wrote, "The content descriptors have been refined and synthesized ensuring that there is greater clarity and synergy".
- The volume of content descriptions is appropriate, with strong support in Years F–2. The following survey quote confirms strong feedback from the primary teachers' workshops and other individual primary school teacher and leader surveys: "There is a lot that needs to be covered in the learning area, and to reduce the overcrowding relies on planning in an integrated way, rather than solely from the reduction of content descriptions. Integration of the content descriptions will solve the overcrowding – and this is the teacher's role, not the curriculum's". (School leader, Victoria, #27).
- The removal of examples is appropriate and stops the curriculum from being too prescriptive and limiting.
- The pitch and progression of the content descriptions are appropriate, with strong agreement in Years 5–6.
- Revisions to Civics and Citizenship, and Economics and bBsiness sub-strands received strong agreement.
- The refinements strengthen representation of the role played by British and Western influences in the formation of Australia's system of government
- The lead writer (geography) states, "Changes to the content descriptions are a significant improvement on the existing curriculum, and have achieved the aim of reducing content and making some descriptions clearer".

6.3.2 *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Humanities and Social Sciences, the feedback provided broad support for the following:

- Agreement for the pitch of achievement standards, with strongest agreement in Years F–2.
- Agreement for the progression of achievement standards, with strongest agreement in Years F–2 and 5–6.
- Agreement that the achievement standards align with the revised curriculum at the year levels, particularly in Years 3–6.

6.4 Summary of key feedback and directions

Humanities F–6

Respondents broadly supported the redesign of the Foundation – Year 6: Humanities and Social Sciences curriculum, whilst seeking more refinement on the inquiry and skills, year level descriptions and key inquiry questions to highlight discipline-specific concepts and skills, and retaining information that supports relevant integration opportunities.

Humanities 7–8

The Years 7–8 combined curriculum is generally perceived as an inadequate model for developing the complex concepts and skills required of disciplines at that stage of schooling. A Year 7 combined curriculum is favoured by smaller schooling jurisdictions as an option that offers flexibility, thus it is proposed that one combined curriculum for Foundation – Years 6/7 be developed with further revisions to strengthen subject-specific skills and concepts.

Humanities 7–10

There was broad agreement for the revisions to the Years 7–10 History content descriptions, and the Years 7–10 Geography, Civics and Citizenship, and Economics and Business content descriptions and achievement standards. In History, concerns regarding women's perspectives, depth studies and time allocations are out of the scope of this review, however, advice will be strengthened in the curriculum website. In Geography, common concerns relating to overcrowding and progression are out of scope of this review. In Economics and Business, respondents' requests on ambiguities, omissions and progression are out of scope in most instances, however, editorial advice provided by respondents is being considered where possible. A common concern across the Years 7–10 subjects was the need for advice on the design and role of achievement standards, which may be addressed in refinements to the Australian Curriculum website.

6.5   HASS, Foundation – Year 6: concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Draft changes to Australian Curriculum: HASS, Foundation – Year 6 redesign				
Years F–6	The redesign reduces integration opportunities across learning areas other than HASS	VCAA QCEC AISWA	Connections within HASS are more explicit in this view, however, the view inhibits the notion that subjects can connect across learning areas	Reinstate inquiry questions for each knowledge and understanding sub-strand to enable teachers to identify connections between learning areas. Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan: • curriculum connections/filters on the new Australian Curriculum website to enable cross-views of sub-strands and learning areas
Years F–6	Loss of discipline specificity in the combined set of skills	DEC DECD Combined Qld VCAA WASCSA Combined ACT DoE QCEC ISQ AISSA, AISWA ESA HTAA GTAV GTAQ RGSQ Lead writer (geography)	The subject-specific skills, e.g. fieldwork, analysis of sources, have been lost and need to be strengthened	Refine the inquiry and skills sub-strands and content descriptions to include discipline-specific skills Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • creating elaborations that exemplify the skill for each subject Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan: • collecting work samples that exemplify discipline-specific skills for each subject
Years F–6	The skills are represented as a single pedagogy	VCAA	The common set of skills is presented as a single pedagogy for Humanities and	Refine the skills categories to include discipline-specific skills.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			Social Sciences. "The generic pedagogy of inquiry into a curriculum document is a category mistake." (VCAA)	Note: the categories of skills for the Humanities and Social Sciences were approved by the ACARA Board and are published on the Australian Curriculum website
Years F–6	Omission of 'reflecting and responding' from revised inquiry and skills	DECD GTAV GTAQ RGSQ WASCSA	The lack of 'making informed decisions to take action' and 'reflecting on learning' is diminished in the combined set of skills; 'Action is missing.'	Refine the inquiry and skills sub-strands to incorporate 'reflecting'. This will also require a relocation of some Inquiry and skills content descriptions. 'Responding' is already included in the evaluating sub-strand.
Years F–6	One combined achievement standard complicates clarity of disciplinary concepts and skills	DEC DECD Combined Qld VCAA Combined ACT DoE QCEC ISQ AISSA, AISWA ESA HTAA GTAV GTAQ RGSQ	The subject-specific concepts and skills are not clearly evident in one achievement standard and are, therefore, open to interpretation. "While there is nothing in principle wrong with developing a common achievement standard, the way this draft has been written serves to muddy discipline distinctions." (VCAA)	Refine the achievement standards to better highlight subject-specific concepts and skills. Offer subject-specific achievement standards as an option on the Australian Curriculum website. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • developing information on the nature and use of achievement standards on the new Australian Curriculum website, as identified by primary focus group teachers (e.g. coloured concept map of an achievement standard, podcast explanation) Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan: • collecting work samples that exemplify a variety of discipline-specific achievement
Years 5–6	The complex nature of the combined achievement standard	DEC DECD Combined Qld VCAA Combined ACT DoE QCEC ISQ	An achievement standard that incorporates four sub-strands, are burdensome and dense" and "verbose, unwieldy", especially as years progress.	Refine the achievement standards to simplify the language and remove duplication

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		AISSA, AISWA ESA HTAA GTAV GTAQ RGSQ		
Years 5-6	The curriculum is overcrowded	DEC DECD Combined Qld VCAA WASCSA Combined ACT DoE QCEC ISQ AISSA, AISWA ESA HTAA	Respondents stated that the curriculum remained overcrowded. Some cited the inclusion of Economics and Business in Years 5 and 6 as contributing to volume and making connectivity of content more complex.	Out of scope. Concern will be noted in the 2015 monitoring process
Years F–6	Year level descriptions have lost the conceptual story of the disciplines	DEC DECD Combined Qld WASCSA Combined ACT DoE QCEC ISQ AISSA, AISWA ESA HTAA	The revised year level descriptions fail to reveal the key concepts and understandings of each discipline. The lead writer (geography) agrees with all revisions, however states: "Year level descriptions are now missing the strong conceptual foundation of the current Geography curriculum, because the themes for each	Retain the holistic connective narrative in each year level description, and add: • description of learning in each sub-strand for each year level

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		QCPCA Lead writer (geography)	year, and any mention of the concepts, have been deleted".	
Years F–6	Some key inquiry questions are too broad to guide teachers to make connections	DEC DECD Combined Qld Combined WASCSA ACT DoE QCEC ISQ AISSA AISWA ESA HTAA	Four key inquiry questions cannot adequately cover the content of four discrete disciplines, which were developed at different times. There are divergent views on how to address this issue: • create discipline-specific questions (which may not support connectivity or fully represent the discipline) • revise • create more questions to enhance holistic coverage and/or connectivity	Revise and simplify, noting that more or less may be created and reinstate sub-strand inquiry questions
Years 4–6	Year level titles are not representative of the full scope of year level content	DECD Combined Qld WASCSA AISWA GTAV GTAQ RGSQ	The year level titles are too broad to be useful and diminish subject focus	Revise the year level titles to capture thematic as opposed to conceptual underpinnings
Content descriptions – draft changes to Australian Curriculum: HASS, Foundation – Year 6 redesign				
Years F–6	Discipline rigour of content descriptions is weak	DEC DECD Combined Qld QCEC GTAV GTAQ	The combined year level description and removal of subject titles reduces the conceptual strength of the content descriptions	Strengthen conceptual information in each year level by reinstating sub-strand year level descriptions and strengthening identification of concepts. Refine content descriptions taking into account editorial advice received by respondents

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		RGSQ Lead writer (geography)		
Years F–6	Limitations to connectivity across the disciplines	Combined ACT DECD Combined Qld	There are not enough opportunities for connectivity across the sub-strands, which would reduce overcrowding. However, a number of respondents acknowledged the isolated development of the current subjects inhibits strong integration.	Revise year level descriptions to strengthen connective opportunities and reinstate sub-strand inquiry questions and year level descriptions. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • creating elaborations that exemplify the skill for each subject
Years F–6	Asia concepts make up 5% of Years F–6 curriculum	AEF	The revised curriculum amended two content descriptions where Asia was removed. In Year 2 Geography, Asia was removed because it was subsumed in the adjoining phrase "across the world". In Year 5 History, 'reasons people migrated to Australia from Europe and Asia' was amended to 'reasons people migrated to Australia': primary teacher feedback did not support specifying migrant groups as it limited inclusiveness of students' heritages.	Out of scope. Concern will be noted in the 2015 monitoring process
Years F–6	The curriculum remains overcrowded, despite broad support for the volume of	DEC DECD Combined Qld WASCSA Combined ACT	There was broad agreement that the revisions had not resolved the overcrowded curriculum. However, there was broad agreement that owing to the redesign of HASS, the volume of revised content	Out of scope. Concern that further reductions are necessary will be noted in the 2015 monitoring process

Area	Concern	State/territory/PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	content in Years F–4	DoE QCEC ISQ AISSA AISWA HTAA Primary teacher consultation workshops APPA	is appropriate for Years F–4 (78%), with 65% support for volume in Years 5–6.	
Year 3, 5 History	The volume of content is too high	Combined Qld ISQ	There is "far too much content" in Year 5. Year 3 History has more content than Year 4.	Refine content descriptions, noting editorial suggestions
Years F–6 History	Removal of important examples	DEC DECD Combined Qld VCAA WASCSA Combined ACT QCEC ISQ AISSA AISWA Primary teacher consultation workshops Individual primary teachers and school leaders	The examples need to be reinstated to enhance clarity for planning and teaching, particularly Aboriginal and Torres Strait Islander examples. The Aboriginal and Torres Strait Islander Advisory Group was consulted on proposed solutions.	Reinstate Aboriginal and Torres Strait Islander examples as identified by the Aboriginal and Torres Strait Islander Advisory Group and refine selected content descriptions in line with editorial advice received. Other examples that have been removed will be addressed in refinements to the Australian Curriculum website through: • creating elaborations that retain identified important examples. There was broad support for the removal of examples in content descriptions. "The excision of many examples to support the content descriptors [sic] stops the curriculum from being too prescriptive and limiting." (Headmaster, Knox Grammar school). The importance of elaborations was cited

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Year 5 History, and Civics and Citizenship	Removal of Aboriginal and Torres Strait Islander references in content descriptions	VCAA DECD DEC Combined Qld HTAA HTASA Primary teacher consultation workshops Individual primary teachers and school leaders	There was broad agreement for the explicit reinstatement of the references to Aboriginal and Torres Strait Islander in Year 5. These deletions "will jeopardise the opportunities and imperative for teachers to incorporate the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority in [HASS]." (DECDSA) and "… is not reflective of an inclusive society…including' an example would ensure that [this] cross-curricular priority" is identified in the content description." (DEC). "This [Civics example] was meant to refer to Aboriginal justice systems such as the Koorie court in Victoria." (VCAA)	Reinstate omitted text regarding Aboriginal and Torres Strait Islander peoples. Move reference in Year 5 Civics and Citizenship to the Year 4 content description to align with revisions, and phrase as 'including' rather than as an example
Year 6 History, and Civics and Citizenship	The omission of 'monarchy, parliaments and courts' and 'British and American influences from content descriptions	VCAA	"This reduces knowledge" of Westminster and British heritage (VCAA). However VCAA acknowledges the latter are made explicit in later year levels; the lead writer, CEFA, and a range of respondents approved the revised content descriptions	Related work – Concern will be addressed in refinements to the Australian Curriculum website through: • ensure elaborations exemplify monarchy, parliaments, courts and British and American influences

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years F–6 Civics and Citizenship	Use of the term 'issues' sensationalises phenomena	CEFA	The use of 'issues' in the combined set of skills for both questioning and qvaluating in inquiry and skills will direct teachers to focus on controversy instead of exploring the content on a holistic level. 'Themes' could be used for questioning and 'Issues for evaluating, as it will allow teachers and students to discover contentious aspects of a theme and explore them from balanced and informative perspective	Replace the term 'issues' in the questioning sub-strand
Year 6 Civics and Citizenship	Loss of contestability of global citizenship	VCAA	The refined content description on global citizenship results in the loss of the important idea that obligations people have to other nation states is contested	Reinstate original content description
F–6 Geography	Some important learning has been lost in revisions	VCAA	Some refinements have resulted in a loss of important learning, such as physical geography in Year 4	Amend content descriptions to take account of editorial advice

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Year 2 Geography	Removal of Aboriginal and Torres Strait Islander content description	DEC DECD Combined Qld VCAA QCEC ISQ AISSA AISWA HTAA HTASA Primary teacher consultation workshops, individual primary teachers and school leaders	The intent of the removed content description, when removed, was subsumed in the content description that followed. There was broad agreement for the explicit reinstatement of the original content description	Reinstate the second content description of the current Year 2 Geography curriculum
Year 2 Geography	Concept of scale	VCAA, Lead writer (geography)	Defining places at a variety of scales is a genuine reduction but removes essential learning	Reinstate original content description
Year 2 and 3 Geography	The pitch of content is not age-appropriate	DEC DECD Combined Qld Combined ACT DoE QCEC	The phrasing of some Geography content has been identified as inappropriate in pitch for the year level	Reframe content descriptions to be more pitch-appropriate

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		ISQ AISSA Primary teacher consultation workshops Individual primary teachers and school leaders		
Years 2–4 Geography	The pitch of some year levels is inconsistent	Primary teachers consultation workshops	"Year 2 is more difficult than Year 3."	Refine content descriptions, noting editorial suggestions
Years F–4 Geography	Arrangement of content is not learner-centred	DEC DECD Combined Qld Combined ACT DoE QCEC ISQ AISSA Primary teacher consultation workshops Individual primary teachers	The specificity of Geography content is repeatedly cited as useful. However, the content itself has been identified for review. There is a strong agreement that the sequence of geographical contexts is not aligned with learner experience and learning theory, e.g. "looking beyond the local too quickly", "jumps to the world before Australia", "why "South America and Africa are not nearer neighbours", and studying divisions of the world without a declared study of the divisions within Australia.	Out of scope. Concern will be noted in the 2015 monitoring process. Revise phrasing of the content descriptions to emphasise local Australia to Australia in the world and the world in relation to Australia

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		and school leaders		
Years F–5 Geography	Lack of coherence within some year levels	DEC DECD Combined Qld Combined ACT DoE QCEC ISQ AISSA Primary teacher consultation workshops Individual primary teachers and school leaders	The identification of continents at each year level has been consistently questioned in relation to their connectivity to other content within the year level	Out of scope. Concern will be noted in the 2015 monitoring process. Note: Developing students' mental map of the world was seen as important by all stakeholders
Year F–2 Geography, History	Some deleted content may disrupt conceptual development	DEC Combined Qld VCAA WASCSA AISSA GTAV GTAQ RGSQ	Respondents identified a number of sequences where omitted concepts were assumed (e.g. spatial arrangement of places in year, lack of change in History in Foundation year)	Reinstate some of the deleted content of the content descriptions

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 5–6 Economics and Business	There is too much content due to Economics and Business, which should start in Year 7	Combined Qld QCEC APPA	Large volume of content in Years 5 and 6 is "challenging" for teaching and assessment. "Difficult to see the links … and very difficult to integrate the fours subjects/disciplines. In Year 5 and 6 there is still too much content at these year levels for deep and enduring understanding … In order to reduce the load in primary, Economics and Business should be removed from these year levels, and introduced in Year 7. This was a strong and consistent view across the Queensland sectors." (Combined Qld)	Strengthen connections advice in the year level descriptions. Out of scope. Concern will be noted in the 2015 monitoring process
Year 5 Economics and Business	Refinements add to content and demand	VCAA	The addition of the word 'past' adds content	Remove reference to 'past'
Achievement standards – draft changes to Australian Curriculum: HASS, Foundation – Year 6 redesign				
Years F–6	Achievement standards do not align with revised curriculum	DEC DECD Combined Qld Combined ACT DoE QCEC ISQ	Feedback on the redesign, year level descriptions, inquiry questions and content descriptions highlights that further alignment with achievement standards is required	Revise the curriculum to strengthen alignment

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		AISSA Primary teacher consultation workshops Individual primary teachers and school leaders		
Years F–6	Role of achievement standard in assessing and reporting on the four sub-strands (subjects)	DECD Combined Qld DoE	Respondents sought clarification on the role of the 'conflated' (one) achievement standard. Are assessment and reporting for all the sub-strands of HASS or do they represent some but not all of the HASS sub-strands? DECD proposes reporting on one achievement standard, while allowing schools to report on either the conflated or subject achievement standards. Tasmania agrees with one achievement standard, while requesting that the subject-based achievement standards remain to allow schools time to transition to one	Provide an option of one achievement standard for HASS and of the sub-strands (amended to align with content changes) Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • developing information on the nature and use of achievement standards on the new Australian Curriculum website
Years F–6	Duplication of processes in the 'Understanding' paragraph and the 'Skills' paragraph	Combined Qld	There is repetition of processes in each paragraph of the achievement standards, which causes confusion and lack of clarity	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 3–6	The achievement standards do not support judgements about student performance	DEC DECD Combined Qld Combined ACT DoE QCEC ISQ AISSA ESA Primary teacher consultation workshops Individual primary teachers and school leaders APPA	There was a consistent request for advice on using the achievement standards for assessment and reporting to be provided on the Australian Curriculum site, and for work samples. "ACARA is encouraged to provide an explanation on the structure and development of the achievement standards. (This occurred during one of the focus groups and was greatly appreciated.)" (APPA)	Out of scope. Concern will be noted in the 2015 monitoring process. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • developing information on the nature and use of achievement standards on the new Australian Curriculum website, as identified by primary focus group teachers (e.g. coloured concept map of an achievement standard, podcast explanation). Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan: • collecting work samples that exemplify achievement
Years 3–6	Lack of differentiation in year-by-year achievement standards	DEC DECD Combined Qld Combined ACT DoE QCEC ISQ AISSA ESA Primary teacher consultation workshops	The year-by-year achievement standards are very difficult to differentiate. They need to be explicitly linked to the content descriptions	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		Individual primary teachers and school leaders		

6.6   HASS, Years 7–8 redesign: strengths

There was moderate to strong agreement for the redesigned curriculum by DECD, DoE, IST and Combined ACT as offering possibilities for smaller schooling jurisdictions, as well as by ESA and DET. Whilst professional associations did not support the redesigned curriculum, HTAWA stated, "Under the present format, it still appears as four disciplines and without completely rewriting with a genuine inter-discipline approach it does work as a 'combined Humanities and Social Sciences subject'."

6.6.1   *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Humanities and Social Sciences, the feedback provided broad support for the following:

- The revised content descriptions were supported by DoE, IST, Combined ACT and DET with some advice offered on pitch, progression and volume.

6.6.2   *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Humanities and Social Sciences, the feedback provided broad support for the following:

- The combined achievement standard received moderate to strong agreement from DECD, IST, DoE, and Combined ACT.

6.7   HASS, Years 7–8 redesign: concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Draft changes to Australian Curriculum: HASS, Years 7–8 redesign				
Years 7–8	There is a lack of support for the redesign	DEC Combined Qld WASCSA QCEC AISSA AHTA HTAWA HTASA GTAV GTAQ RGSQ	53% of respondents did not support a combined HASS for Years 7–8. Groups that did support were DETTAS, combined ACT, CESA and DECDSA, which saw possibility in its use in smaller schooling environments	Create a Years F–6/7 HASS curriculum to support smaller jurisdiction schools
Years 7–8	Loss of discipline specificity in the combined set of skills	DEC DECD Combined Qld WASCSA Combined ACT DoE QCEC ISQ AISSA AISWA ESA HTAA HTAWA HTASA GTAV	Discipline-based inquiry and skills are more complex in Years 7–8. The combined set of skills compromises the integrity and rigour of the skills and does not prepare students for Years 9 and 10 subjects. Combined Qld sees "having one skills and inquiry strand is helpful as it reduces repetition", but seeks a creation of a method for highlighting discipline specific skills	Refine the skills content descriptions for Year 7 to clarify discipline-specific skills. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • creating Year 7 elaborations that exemplify the skill for each subject

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		GTAQ RGSQ		
Years 7–8	One combined achievement standard dilutes the rigour and clarity of disciplinary concepts and skills	DEC Combined Qld QCEC ISQ AISSA AISWA HTAA HTAWA HTASA GTAV GTAQ RGSQ ESA	Discipline-based concepts and skills are more complex in this band and are usually taught by specialist teachers. The discipline-based concepts and skills are not clearly evident in the one achievement standard, which is "verbose, unwieldy" and "burdensome and dense". The rigour and integrity of the disciplines are compromised	Refine the Year 7 achievement standard to better highlight subject-specific concepts and skills. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: developing information on the nature and use of achievement standards on the new Australian Curriculum website (e.g. coloured concept map of an achievement standard, podcast explanation)
Years 7–8	The curriculum is overcrowded	DEC DECD Combined Qld WASCSA Combined ACT DoE IST QCEC ISQ AISSA AISWA ESA HTAA	The revisions have not reduced the curriculum	Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 7–8	Connectivity across the disciplines is limited	DEC Combined Qld HTAA GTAV GTAQ RGSQ DET	In Years F–6, respondents saw connectivity across the sub-strands as an advantage of the redesign. In Years 7–8, the discipline content is not aligned and the demands of discipline-specific concepts and skills makes connectivity "artificial", diminishing the argument for a combined curriculum	Where possible, retain the holistic connective narrative in the Year 7 year level description. Related work. Concern will be addressed in refinements to the Australian Curriculum website through: • creating elaborations that exemplify the skill for each subject
Years 7–8	Year level descriptions have lost the conceptual story of the disciplines	DEC Combined Qld WASCSA QCEC ISQ AISSA AISWA HTAA HTAWA HTASA GTAV GTAQ RGSQ Lead writer (geography)	The revised year level descriptions fail to reveal the key concepts and understandings of each discipline	Retain the holistic connective narrative in the Year 7 year level description and add: • description of learning in each discipline for each year level • a diagram of overlapping and unique concepts to show connectivity and discipline-specific ways of thinking
Years 7–8	Year level titles are not representative of the full scope of year level content	DEC Combined Qld WASCSA QCEC ISQ AISSA AISWA	The year level titles appear "contrived" as there is limited connectivity across the sub-strands	Revise the Year 7 titles to capture thematic as opposed to conceptual underpinnings

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		HTAA HTAWA HTASA GTAV GTAQ RGSQ Lead writer (geography)		
Content descriptions – draft changes to Australian Curriculum: HASS 7–8 redesign				
Years 7–8	Discipline rigour of content descriptions is weak	DEC Combined Qld Combined ACT QCEC ISQ AISSA AISWA HTAA HTAWA HTASA GTAV GTAQ RGSQ DET	The combined year level description and removal of subject titles reduce the conceptual strength of the content descriptions for each year level	Strengthen conceptual information in Year 7, which may include tagging content descriptions to highlight key concept(s) of the disciplines. Refine Year 7 content descriptions taking into account editorial advice received by respondents
Achievement standards – draft changes to Australian Curriculum: HASS Foundation – Year 6 redesign				
Years F– 6	Role of achievement standard in assessing and reporting on the four sub-strands (subjects)	DEC Combined Qld Combined ACT QCEC ISQ	There was strong disagreement that a combined achievement standard assists assessment and reporting in Years 7–8.	Provide the option of one achievement standard for Year F–7 HASS and of the Year 7 sub-strands (amended to align with content changes)

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		AISSA IST AISWA HTAA HTAWA HTASA GTAV GTAQ RGSQ DET		

6.8 History, Years 7–10: strengths

6.8.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: History, the feedback provided broad support for the following:

- The content descriptions are clear and unambiguous (67 per cent).
- The content descriptions are pitched (80 per cent) and sequenced appropriately (78 per cent).
- The refinements strengthen representation of the role played by British and Western influences in the formation of Australia's system of government, especially in the Year 9 depth study, 'Making a nation'.
- The removal of examples provides greater scope for teacher choice with consideration of local circumstances.

6.8 History, Years 7–10: strengths

6.9 History, Years 7–10: concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: History 7–10				
Years 7–10	Overcrowding	Combined Qld WASCSA CEWA HTAWA DET (middle schooling) SSDQLD	The construct of an overview and three depth studies has created problems with overcrowding and manageability – only two depth studies should be included, and overviews should be incorporated into depth studies	Concern will be noted in the 2015 monitoring process
Years 7–10	Removal of examples in content descriptions is a retrograde step	HTAA HTASA HTAWA ESA VCAA WASCSA DET (middle schooling)	The removal of examples in the content descriptions takes away the context that is essential for building empathy, compromises the educational value of the curriculum and deprives teachers of useful information to assist in their planning	Related work. Concern will be addressed in refinements to the Australian Curriculum website. The examples removed will be incorporated into elaborations. Note: the removal of examples was welcomed by some respondents. For example, DEC stated that "The removal of examples are, in the main, an improvement, and provide greater scope for teacher choice"
Years 9–10	Omission of content related to women's needs to be reconsidered	DEC VCAA	The curriculum should support teachers to address the importance of women's history at significant moments in the national narrative, including Federation, the world wars and the social development of the post-war years. The removal of examples in content descriptions has resulted in the omission of	Review the presence of women's history in Year 9 and 10 and reinstate references by including women's voting rights and their changing role in World War 1 in Year 9, and retain references in Year 10 depth study of World War 2.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			content that is vital to Australia's historical narrative and should be included as a part of the curriculum	
Years 7–10	Removal of time allocation for overviews and depth studies should be reinstated	HTAA HTASA HTAWA DEC DECD	The removal of time allocations (i.e. 10% of time on overviews and 30% on each of the three depth studies) could lead teachers to spend too long on overviews, compromise the quality of teaching and will result in a less-balanced History curriculum.	Strengthen the text explaining the role of overviews and the flexible design of the curriculum that enables teachers to make decisions on teaching and learning programs that are suitable for their contexts. Note: The lead writer (history) welcomed the removal of this advice, stating: "I note that the overview removes the advice that it should occupy a maximum of ten per cent of classroom time, and am delighted to see this change. It gave a quite misleading impression of the way that the overview can be used, and possibly engendered one of the few criticisms in the Review of the National Curriculum that I think was warranted, that it failed to ensure a broad narrative understanding of history"

6.10 Geography, Years 7–10: strengths

6.10.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Geography, the feedback provided broad support for the following:

- greater clarity resulting from refinements to content descriptions
- improvement of readability of the curriculum
- simplification of representation of concepts within content descriptions
- removal of repetition
- improvement of alignment between unit headings and content descriptions
- strengthening of the representation of physical geography.

6.10.2 *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Geography, the feedback provided broad support for the following:

- The revised achievement standards are pitched appropriately (71 per cent) and progress from one year to the next (71 per cent).
- There is strong alignment between the content and the revised achievement standards (84 per cent).
- The construct of the achievement standard includes visible geographical understanding and skills.
- Revisions to achievement standards have resulted in greater precision.

6.11 Geography, Years 7–10: concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Geography 7–10				
Years 7–10	The curriculum is overcrowded	Qld combined	The proposed changes do not address the issue of too much content	Out of scope. Concern will be noted in the 2015 monitoring process
Years 7–10	Inappropriate progression	DEC Qld combined DET (middle schooling)	The curriculum lacks progression in its development of ideas. Unit 1: Water in the world in Year 7, and Unit 1: Landforms and landscapes in Year 8 should be reversed for an appropriate learning progression	Out of scope. Concern will be noted in the 2015 monitoring process. Note: There was support among respondents that the curriculum represents an appropriate progression from one year to the next (71%)
Years 7–10	Need for a single inquiry model across the subjects	SSDQLD	A single inquiry model in Years 7–10 for all Humanities and Social Sciences subjects, as proposed for F–6, would be supported as a way of reducing content and improving alignment with achievement standards	Out of scope. Concern will be noted in the 2015 monitoring process
Years 7–10	Inclusion of selected countries	DEC	The use of specific countries in the curriculum will date the curriculum and prevent students from studying current issues. There is also no mention of the Asia Pacific	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/territory/PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			region – of which Australia is a part	
Years 7–10	Lack of cognitive demand in the skills	DET (middle schooling)	More analysis and comparison are required in the skills	Out of scope. Concern will be noted in the 2015 monitoring process
Year 7	Removal of important background content	VCAA	The removal of factors that influence the decisions people make about where to live removes important background information	Reinstate original content description
Years 7–8	Changes to the curriculum have resulted in further overcrowding and duplicates content with Science	DET (middle schooling) DEC Combined Qld WASCSA Combined ACT VCAA	The addition of physical geography in Years 7–8 have resulted in further overcrowding and duplicates learning in Science (i.e. hydrological cycle in Year 7 and geological processes in Year 8)	Remove additions of hydrological cycle in Year 7 and geological processes in Year 8. These were added to redress the lack of physical geography, however, respondents do not agree that these proposed changes improve the curriculum
Year 8	Excessive content in Year 8	DEC	A study of migration patterns of four countries (a country from Asia, USA, China, Australia) is excessive	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Year 9	Removal of content	WASCSA	Content descriptions need to be reworded to include food security, as this is in the title of the unit	Maintain the revised content description The lead writer (geography) stated that the referred content description "is overly complex", combining three ideas around food security, which "is a huge and complex issue. It involves income inequalities, global trade, conflict, multinationals, food wastage, the trend to meat consumption, and other issues. It should only be an elaboration for teachers and students who can cope with it. In an environmental unit the emphasis should be on physical geography".
Years 9–10	Inconsistent use of terminology	DEC	Terminology is used inconsistently, for example, 'natural features', 'natural resources', 'natural vegetation' are used interchangeably	Out of scope. Concern will be noted in the 2015 monitoring process
Achievement standards – draft changes to Australian Curriculum: Geography 7–10				
Years 7–10	The achievement standards do not support judgements about student performance	CEWA	The achievement standards serve to replicate content and do not exemplify characteristics of student work associated with levels of achievement	Out of scope. Concern will be noted in the 2015 monitoring process. This concern may also be addressed in refinements to the Australian Curriculum website, especially in relation to describing the design and role of achievement standards
Years 7–10	Duplication of processes in the 'Understanding' paragraph and the 'Skills' paragraph	Combined Qld	There is a repetition of processes in each paragraph of the achievement standards, which causes confusion and result in a lack of clarity, for example, 'analyse' and 'predict' double up in Knowledge and Understanding skills	Out of scope. Concern will be noted in the 2015 monitoring process

| Years 7–10 | Lack of differentiation in year-by-year achievement standards | DEC | The year-by-year achievement standards are very difficult to differentiate. They need to be explicitly linked to the content descriptions. The skills required at each year within the achievement standards should be tracked on a continuum to ensure clarity and consistency of progression | Out of scope. Concern will be noted in the 2015 monitoring process |
| Years 7–10 | Duplication and inappropriate pitch | VCAA | The last sentence of each paragraph is duplicated and the introduction of political in Year 8 is too cognitively demanding | Refine achievement standards to remove duplication and include reference to 'political' in Year 10 only |

6.12 Civics and Citizenship, Years 7–10: strengths

6.12.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Civics and Citizenship, the feedback provided broad support for the following:

- greater clarity resulting from refinements to content descriptions
- readability of the curriculum improved
- sequence of learning improvement (76 per cent for Years 7–8 and 67 per cent for Years 9–10)
  "Content for Civics and Citizenship flows in a structured way from the personal perspective on rules and local government, on processes and the history and operations of the Australian governments under the Australian Constitution, through to Australian Government's role at an international level." (CEFA)
- appropriate pitch of content descriptions (89 per cent agreement for Years 7–8 and 80 per cent for Years 9–10)
- strengthening the representation of the religion, Christian heritage beliefs and values, the role of the Executive and the importance of British and Western influences on the development of Australia's system of government
- revisions to content descriptions and the movement of content from one year level to another have been done well and do not diminish the rigour or intent of the subject.

6.12.2 *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Civics and Citizenship, the feedback provided broad support for the following:

- There is a clear sequence of progression from one year to the next, especially in relation to the skills.
- The revised achievement standards are pitched appropriately and progress from one year to the next.
- There is strong alignment between the content and the revised achievement standards.

6.13 Civics and Citizenship, Years 7–10: concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Civics and Citizenship 7–10				
Years 7–10	The curriculum is overcrowded	Combined Qld ESA SSDQLD	The revised content descriptions do not address overcrowding	Concern will be noted in the 2015 monitoring process
Years 7–10	Inappropriate progression	DEC	Some content is clearly in the wrong place and needs to be rearranged to achieve appropriate progression (no examples provided)	Out of scope. Concern will be noted in the 2015 monitoring process. Note: There was support among respondents that the curriculum represents an appropriate progression from one year to the next (78%)
Years 7–10	Lack of a learning continuum	DEC	The curriculum lacks a logical continuum of learning and requires sub-headings to differentiate 'government' from 'citizenship and values' education	Out of scope. Concern will be noted in the 2015 monitoring process
Years 7–10	Use of inappropriate terms	DEC	The use of the words 'them/they', 'others' is divisive and not reflective of an inclusive society	Review the use of divisive language and refine to be more inclusive if appropriate
Years 7–10	Omission of important content	DEC ESA	The omission of Aboriginal and Torres Strait Islander Peoples and women content is divisive and not reflective of an inclusive society.	Out of scope. Concern will be noted in the 2015 monitoring process. No content relating to women has been removed. One reference to Aboriginal and Torres Strait Islander Peoples has been removed from Year 7, which will be reinstated

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			Reference needs to be made to major world religions in Year 8	
Years 7–10	Need for a single inquiry model across the subjects	SSDQLD DECD	A single inquiry model in Years 7–10 for all Humanities and Social Science subjects, as proposed for F–6, would be supported as a way of reducing content and improving alignment with achievement standards	Out of scope. Concern will be noted in the 2015 monitoring process
Year 7	Reference to Australia's Christian heritage	VCAA	The addition of 'with a Christian heritage' phrase confuses historical understanding with learning about contemporary society. Learning about a multi-faith society clearly involves learning about the role of Christianity in contemporary Australia	Remove reference to Christian heritage and include it in elaborations
Year 7	Lack of cognitive demand in the skills	DET (middle schooling)	Some analysis should be in Year 7, as it is not evident at this year level	Out of scope. Concern will be noted in the 2015 monitoring process
Years 8–9	Removal of important content	VCAA WASCSA DET (middle schooling)	Some mention of the purpose of the constitution needs to be present in Year 8. The formation of government	Reinstate reference to formation of government in Year 9 as it is an important Westminster principle. No action on the Constitution in Year 8.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			should be reinstated in Year 9	The Constitution is covered in Year 6; reference to the Constitution will be strengthened in elaborations
Year 8	Reference to Christian beliefs and values	ESA VCAA WASCSA DET (middle schooling)	The specific reference to 'Christian beliefs and values' in Year 8 seems unnecessary and provocative, particularly since there are no references to Aboriginal and Torres Strait Islander Peoples and Cultures. All religions have beliefs and values, and the content descriptions should reflect this	Refine the content description to be inclusive of beliefs and values
Year 10	Lack of clarity due to refinements	VCAA	The change to Australia's international obligations have created a lack of clarity and the original content description should be reinstated	Reinstate original content description
Achievement standards – draft changes to Australian Curriculum: Civics and Citizenship 7–10				
Years 7–10	The achievement standards do not support judgements about student performance	CEWA	The achievement standards serve to replicate content and do not exemplify characteristics of student work associated with levels of achievement	Out of scope. Concern will be noted in the 2015 monitoring process. This concern may also be addressed in refinements to the Australian Curriculum website, especially in relation to describing the design and role of achievement standards

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 7–10	Duplication of processes in the 'Understanding' paragraph and the 'Skills' paragraph	Combined Qld	There is repetition of processes in each paragraph of the achievement standards, which causes confusion and results in a lack of clarity, for example, 'analyse' and 'predict' double up in knowledge and understanding skills	Out of scope. Concern will be noted in the 2015 monitoring process
Years 7–10	Lack of differentiation in year-by-year achievement standards	DEC	The year-by-year achievement standards are very difficult to differentiate. They need to be explicitly linked to the content descriptions. The skills required at each year within the achievement standards should be tracked on a continuum to ensure clarity and consistency of progression	Out of scope. Concern will be noted in the 2015 monitoring process

6.14 Economics and Business, Years 7–10: strengths

6.14.1 *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Economics and Business, the feedback provided broad support for the following:

- The volume of content is appropriate for Years 7–9.
- The changes are meaningful and improve clarity.
- Readability of the curriculum is improved.
- The representation of the role of economic development, industry, government in raising standards of living is strengthened.
- Revisions to content descriptions have been done well and do not diminish the rigour or intent of the subject.

6.14.2 *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Economics and Business, the feedback provided broad support for the following:

- The revised achievement standards are pitched appropriately and progress from one year to the next.
- The achievements standards assist in resolving overcrowding.
- There is strong alignment between the content and the revised achievement standards.

6.15 Economics and Business, Years 7–10: concerns and directions for revision

Area	Concern	State/territory/PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – Draft changes to Australian Curriculum: Economics and Business 7–10				
Years 7–10	The curriculum is overcrowded	SSDQLD Combined Qld	The revised content descriptions do not address overcrowding	Concern will be noted in the 2015 monitoring process
Years 7–10	Inappropriate progression	DEC SSDQLD Combined Qld DET (middle schooling)	The curriculum lacks progression. Some content is clearly in the wrong place and needs to be moved to a more appropriate year group. For example, the content for Year 7 is more suitable for Year 8 and vice versa. Global work place is more suited to Year 9 (also aligns with Geography)	Changing the order of existing content descriptions is out of scope. Concern will be noted in the 2015 monitoring process Revert to original sequence for work and work futures in Years 9 and 10
Years 7–10	Content descriptions are ambiguous and complex	VCAA DEC SSDQLD Combined Qld	Changes do not address real issues such as ambiguous content descriptions; some additions have resulted in further ambiguity and complexity, for example, 'The way the markets operate to enable the distribution of resources, including the role of process and government'	Remove reference to the role of prices and government and reinstate the influence of government

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 7–10	Need for a single inquiry model across the subjects	SSDQLD DECD	A single inquiry model in Years 7–10 for all Humanities and Social Science subjects, as proposed for F–6, would be supported as a way of reducing content and improving alignment with achievement standards	Out of scope. Concern will be noted in the 2015 monitoring process
Years 7–10	Inconsistencies in the way content descriptions are written	DEC	Beginning a content description with 'how' and 'why' is not consistent with within this subject and across others, and creates lack of clarity about what is to be taught	Out of scope. Concern will be noted in the 2015 monitoring process
Years 8–10	Repetition of content in each year level	Combined Qld	The content descriptions relating to the work and work futures are very similar in Years 8, 9 and 10. The subtle differences between content will make it difficult to make decisions about what is taught when in schools.	Revert to original sequence for work and work futures in Years 8–10, and refine content descriptions to ensure discrimination between each year level
Year 8	Over-emphasis on markets	Combined Qld	'Markets' as a term is overused, sometimes inappropriately, which has resulted in a lack of clarity, for example, 'The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets'.	Review use of the term 'markets' and, where possible, refine content descriptions to enhance clarity

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 8–9	The omission of important content	DEC	Omitted is the concept of globalisation, which should form the basis of much of the content	The concept of globalisation is included in Year 9. Refine the content description on globalisation to improve clarity of intent
Years 9–10	Inappropriate rearrangement of content	DET (middle schooling)	The movement of the content description on responsibilities of participants in the global workplace to Year 10 is inappropriate as it adds to the volume of Year 10 and does not fit with the narrative. This should be moved back to Year 9 and combined with the added content description on workplaces in Year 9	Revert to original sequence for work and work futures in Years 9 and 10
Year 9	Refinements are value-laden and could become outdated	VCAA	Inclusion of 'rising economies of Asia' is value-laden and could become outdated	Retain reference to Asia but remove description 'rising economies'
Year 10	Revisions add complexity and volume of content	VCAA	The addition of the content description on factors that contribute to raising standards of living, including the role played by government, economic development, industry, entrepreneurialism, adds complexity and volume as does the replacement of causes with reasons	Remove additional content description and refine the removed content description on the ways the government manages the economy
Year 10	Inappropriate pitch	Combined Qld	The requirements for Year 10 are too demanding, such as	Changing existing content descriptions is out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		WASCSA DET (middle schooling)	the macroeconomic focus, the introduction of entrepreneurialism and the requirement that students learn about 'the variations that exist in living standards within and between economies'	Remove added content description on work and work futures, and the content description on factors that influence raising standards of living
Achievement standards – draft changes to Australian Curriculum: Economics and Business 7–10				
Years 7–10	Revisions to achievement standards cause inaccuracies	VCAA	Some alterations to achievement standards are incorrect and do not relate to the content descriptions	Revert to original achievement standards and revise these to reflect changes to content descriptions
Years 7–10	Achievement standards do not support judgements about student performance	CEWA	The achievement standards serve to replicate content and do not exemplify characteristics of student work associated with levels of achievement	Out of scope. Concern will be noted in the 2015 monitoring process. This concern may also be addressed in refinements to the Australian Curriculum website, especially in relation to describing the design and role of achievement standards
Years 7–10	Lack of supporting information about use of the standards	Combined ACT	The meaning of verbs and how to use achievement standards are unclear and support needs to be provided to assist teachers	Related work. Concern will be addressed in refinements to the Australian Curriculum website
Years 7–10	Duplication of processes in the 'Understanding' paragraph and the 'Skills' paragraph	SSDQQLD	There is repetition of processes in each paragraph of the achievement standards, which causes confusion and results in a lack of clarity	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 7–10	Lack of differentiation in year-by-year achievement standards	DEC	The year-by-year achievement standards are very difficult to differentiate. They need to be explicitly linked to the content descriptions. The skills required at each year within the achievement standards should be tracked on a continuum to ensure clarity and consistency of progression	Out of scope. Concern will be noted in the 2015 monitoring process

7.   THE ARTS

7.1   Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the arts curriculum area:

- The Arts overall learning area
- achievement standards for each band level: F–2, 3–4, 5–6.

Specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each band
- appropriate progression across band levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum.

7.2   Summary of demographics for online survey respondents

Across The Arts curriculum, ACARA received 31 responses to the online survey. There were 19 group responses and 12 individual responses. ACARA also received 10 written submissions.

Figures 7.1, 7.2, 7.3 and 7.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations and national industry bodies)
- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 7.1, the largest proportion of respondents to the online survey was from Queensland, followed equally by New South Wales, Victoria and Tasmania.
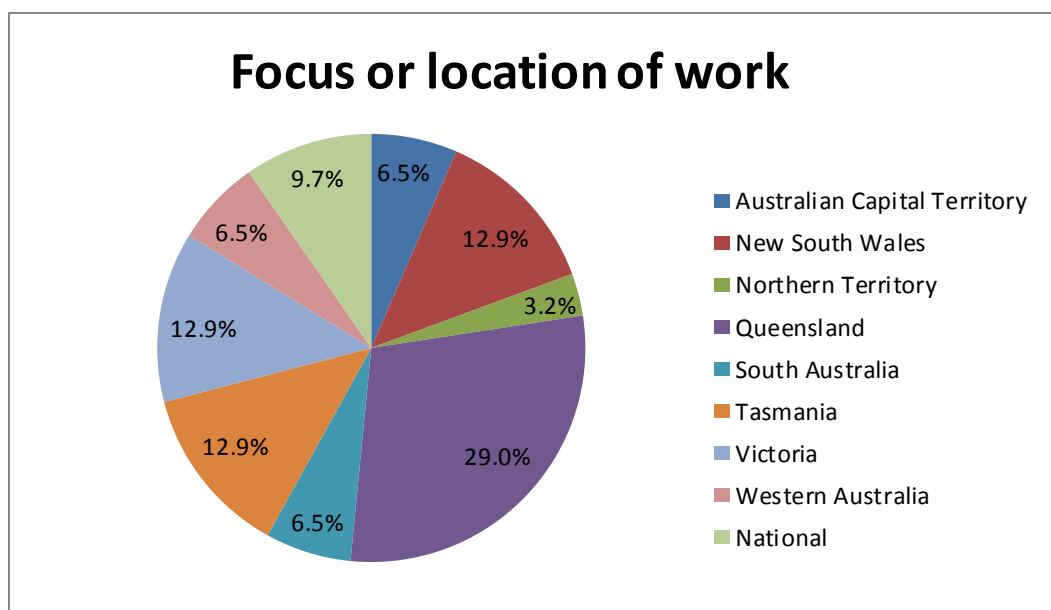
Figure 7.1: Online arts survey respondents by focus or location of work

Respondent perspective

Figure 7.2 represents the total respondents to the online the arts survey. The largest proportion of respondents to the online arts survey identified as education officers, followed by school leaders, and then primary subject specialist teachers.
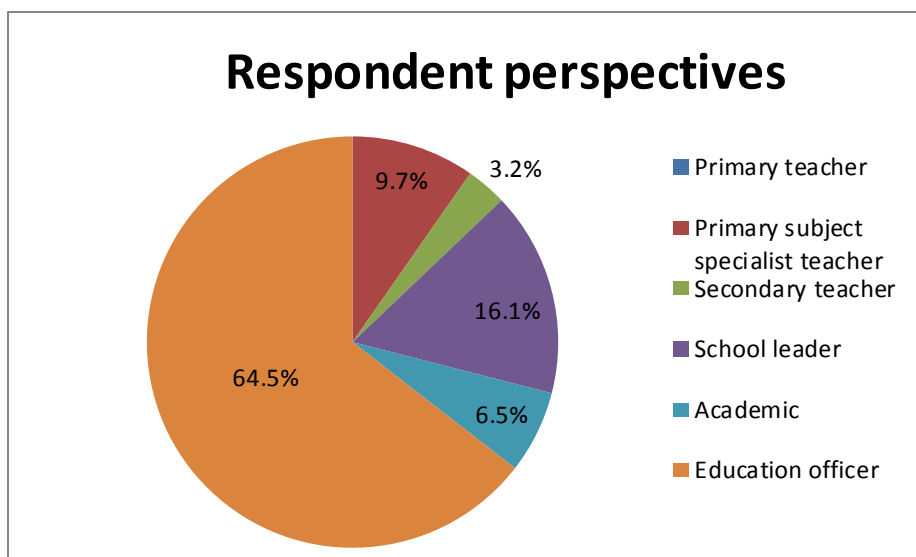
Figure 7.2: Online arts survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 7.3 represents the group respondents to the online arts survey by organisation type. The largest proportion of contributions to the online arts survey was from education authorities.
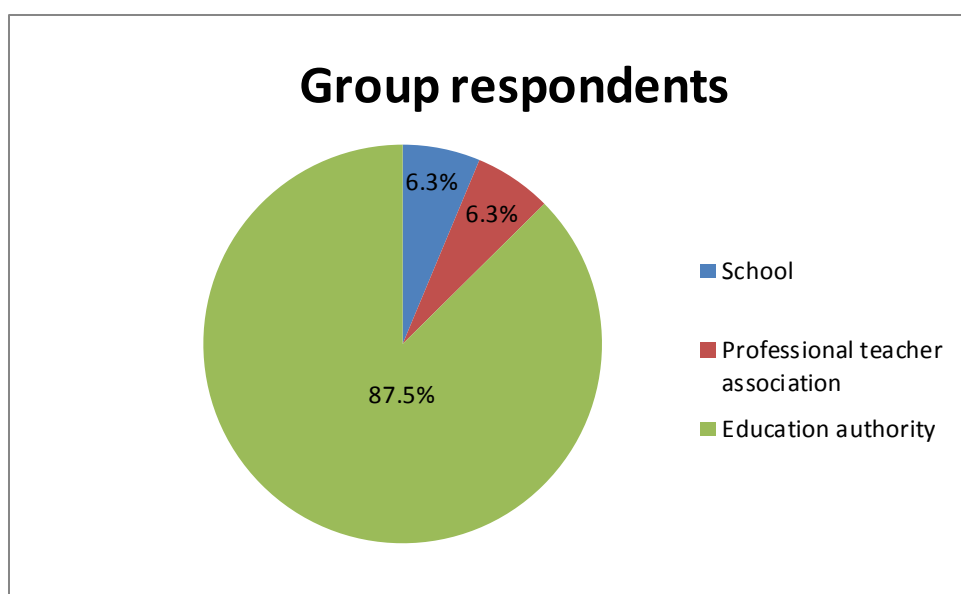
Figure 7.3: Online overall survey group respondents by organisation type

Individual respondents

Figure 7.4 represents the individual respondents to the online arts survey and what sector they are from. The largest proportion of contributions to the online arts survey was from individuals from the government sector, followed by the independent sector and then the Catholic sector.
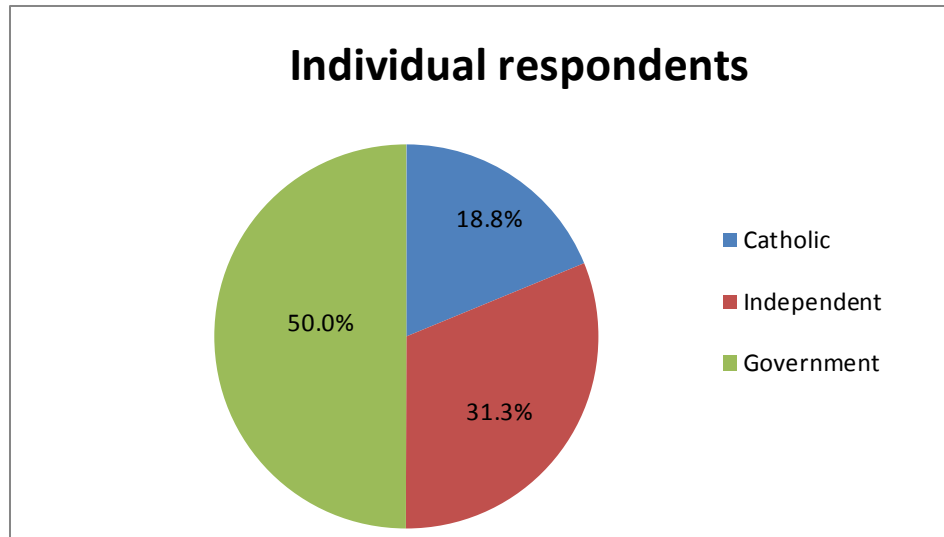
Figure 7.4: Online arts survey individual respondents by sector

7.3 Strengths

7.3.1 *Achievement standards*

In relation to the draft changes to the achievement standards for Australian Curriculum: The Arts, the feedback provided broad support for the following:

- Inclusion of explanatory text to explain that the learning area achievement standard for each band is an option to be read in conjunction with the subject-specific achievement standard.

7.4 Summary of key feedback and directions

No draft changes to any content descriptions were proposed.

Mixed views were expressed about the proposed Arts learning area achievement standard. The sample of practising primary teachers consulted indicated support for the option of The Arts learning area achievement standard. A number of respondents who were not supportive did not appear to understand that the learning area achievement standard was presented as an option in addition to the subject-specific achievement standards.

It is proposed that the arts learning area achievement standards be retained as an option and be accompanied by text that explains how the learning area achievement standards can be used alongside the subject content to assess and report on The Arts. They may choose to use a single achievement standard for assessing and reporting, or they may choose to use the achievement standards for each art form.

7.5   Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Achievement standards – draft changes to Australian Curriculum: The Arts				
Years F–2, 3–4, 5–6	pitch/ expectation A generic achievement standard provides inadequate detail to guide teachers	RCE Combined Qld DET NAAE DEC AMPAG BCE SSDQLD BOSTES	The reductive approach is problematic: • A single draft achievement standard does not address the specific learning and, therefore, does not communicate the pitch appropriate for this band. • Generic optional achievement standard is so broad as to be almost meaningless to teachers. • It adds an extra layer of complexity, as teachers need to unpack the curriculum in order to develop understanding of how they could address the expectations for this band of learning. • It is no longer possible to put the achievement standards side by side, identify the expected learning and increase in sophistication of skills across the bands. • It contradicts the intent in the *Shape of the Australian Curriculum:*	The learning area achievement standard is an option for reporting in F–6. Students will continue to be entitled to the five subjects in The Arts curriculum in each band. Teachers should use the five individual subject achievement standards for planning teaching and learning programs in The Arts. If used for reporting, the learning area achievement standard must be read in conjunction with the content descriptions and the achievement standard for each arts subject. Related work. Concern will be addressed in refinements to the Australian Curriculum website

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			The Arts to maintain art form integrity within the development of arts curriculum.	
	A generic achievement standard does not provide appropriate progression of expected learning	RCE Combined Qld DET NAAE DEC AMPAG BCE AISSA CEWA SSDQLD BOSTES	The generic achievement standard is too general: • It provides inadequate detail for teachers (and students) to understand the expectations for this band of learning. • It is no longer possible to put the achievement standards side by side, identify the expected learning and increase in sophistication of skills across the bands	As above. Related work. Concern will be addressed in refinements to the Australian Curriculum website
	A generic achievement standard does not support the process of assessment and reporting	RCE Combined Qld DET NAAE DEC AMPAG BCE AISSA CEWA SSDQLD BOSTES	• It provides advantages for reporting to parents but it does not assist in the assessment process, as teacher still needs to have an understanding of all five arts subjects. • The generic achievement standard may lead to assessment that is meaningless. • There is confusion amongst survey respondents about whether the draft single achievement standard	As above. Clarity required through professional learning and development on how to read and use the generic achievement standard in conjunction with the curriculum and the subject-specific achievement standards

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			will replace the five current achievement standards or be provided in addition to the five subject-specific achievement standards.	
	A generic achievement standard does not assist in resolving overcrowding	RCE Combined Qld DET NAAE DEC AMPAG BCE AISSA CEWA BOSTES	The curriculum remains crowded as the content has not changed: • The draft learning achievement standard will only increase teacher confusion and heighten the level of ambiguity to lack of details about the knowledge, understanding and skills to be assessed at each band for each arts subject.	As above
	A generic achievement standard does not align with the revised curriculum	RCE Combined Qld DET NAAE DEC AMPAG BCE AISSA CEWA BOSTES	Although there have been no revisions to the curriculum content, the generic achievement standard does not reflect the intent stated in the Introduction that The Arts is a learning area that 'draws together related but distinct art forms'. • Terms require inclusion in the glossary: 'elements and processes', 'artwork', 'share'	As above. Related work. Concern will be addressed in refinements to the Australian Curriculum website. Terms provided with draft learning area achievement standards, to be included in the glossary: • *Artworks* needs to be used across the five art forms (as in the glossary for the Australian Curriculum: The Arts). • *Elements and processes* of arts subjects can be used as a generic term for the elements and processes in each of the arts subjects or visual conventions in Visual Arts. • *Share* can be used to enable performance in dance, drama and music, screening in media arts or exhibition in visual arts.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 7–8	A single achievement standard for the learning area is also needed for Year 7 and for Year 8	DECD	Year 7 is in primary school in SA, and a single learning area achievement standard would be consistent with other bands	Provision of a learning area achievement standard for Year 7 in South Australia should be a state-based implementation option. ACARA may develop single learning area achievement standards for each of Year 7 and Year 8 to sit alongside the subject-specific achievement standards
Years 9–10	A single achievement standard for the learning area is also needed for Year 9 and for Year 10	DET	Year 9 and Year 10 in the NT are across different phases of schooling and sometimes different campuses	Provision of a learning area achievement standard for Year 9 and Year 10 in NT should be a state-based implementation option. ACARA may develop single learning area achievement standards for each of Year 9 and Year 10 to sit alongside the subject-specific achievement standards

8. TECHNOLOGIES

8.1 Background

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the Technologies curriculum area:

- overall Technologies learning area
- content descriptions for each band level: F–2, 3–4, 5–6, 7–8, 9–10 in each subject
- achievement standards for each band level: F–2, 3–4, 5–6, 7–8, 9–10 in each subject.

For each of the Design and Technologies, and Digital Technologies curricula, specific feedback on the content descriptions was sought, based on the following areas:

- clarity of the content descriptions in each band
- pitch of the content descriptions for each band
- volume of content in each band
- appropriate progression across band levels
- whether the content description assisted in resolving the overcrowded nature of the curriculum.

For each of the Design and Technologies, and Digital Technologies curricula, specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each band
- appropriate progression across band levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum.

8.2 Summary of demographics for online survey respondents

Across the Technologies curriculum, ACARA received 34 responses to the online survey. There were 27 group responses and seven individual responses. ACARA also received nine written submissions.

Figures 8.1, 8.2, 8.3 and 8.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations)
- individuals.

Organisations that made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 8.1, the largest proportion of respondents to the online survey was from Queensland, followed by New South Wales and then national organisations.
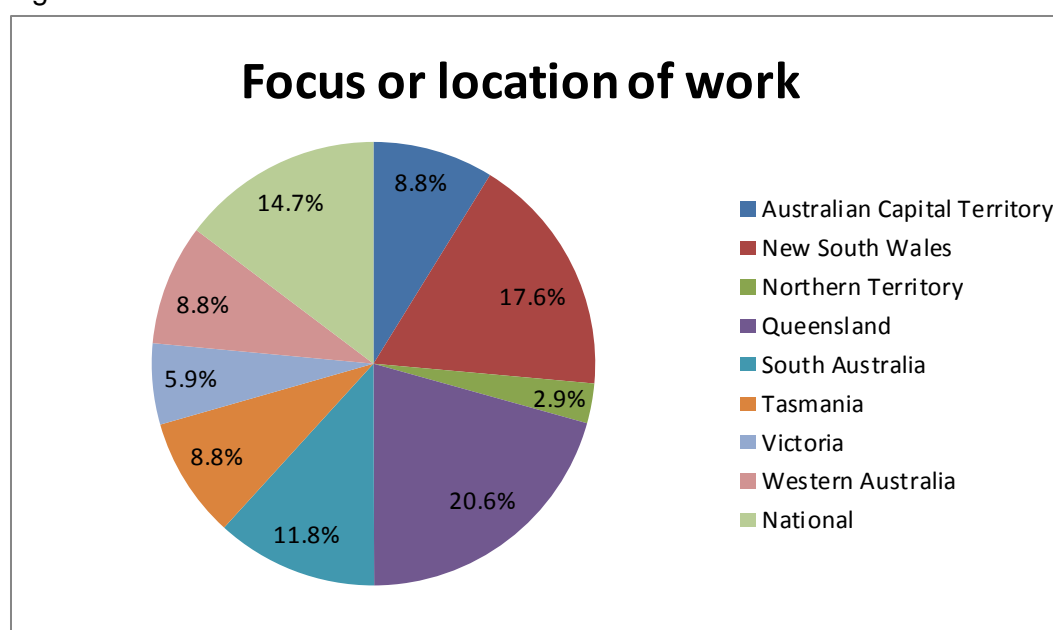
Figure 8.1: Online technologies survey respondents by focus or location of work

Respondent perspective

Figure 8.2 represents the total respondents to the online technologies survey. The largest proportion of respondents to the online technologies survey identified as education officers, followed by academics, and then secondary teachers.
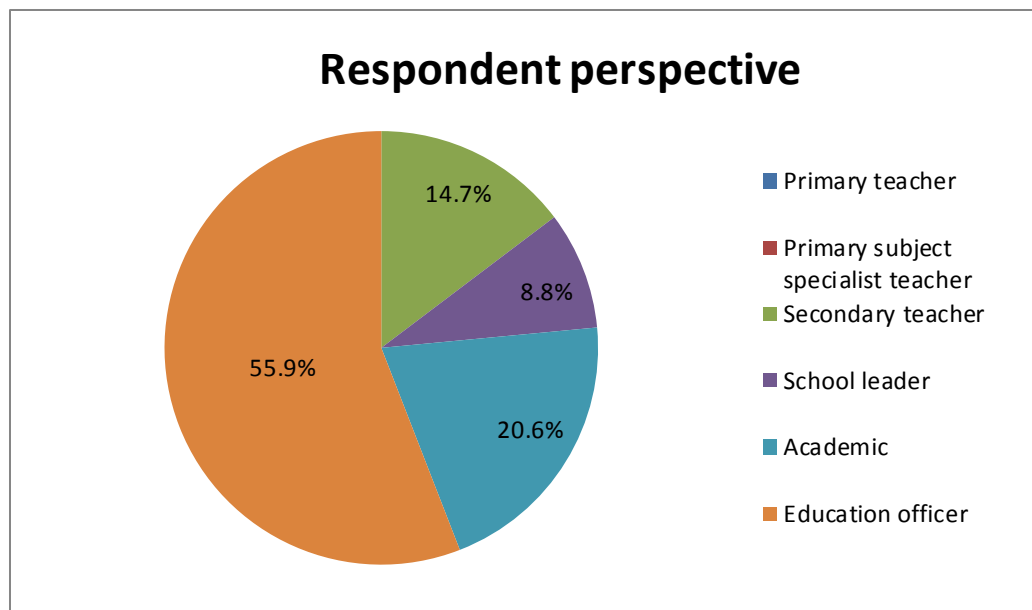
Figure 8.2: Online technologies survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 8.3 represents the group respondents to the online technologies survey by organisation type. The largest proportion of contributions to the online technologies survey was from education authorities.
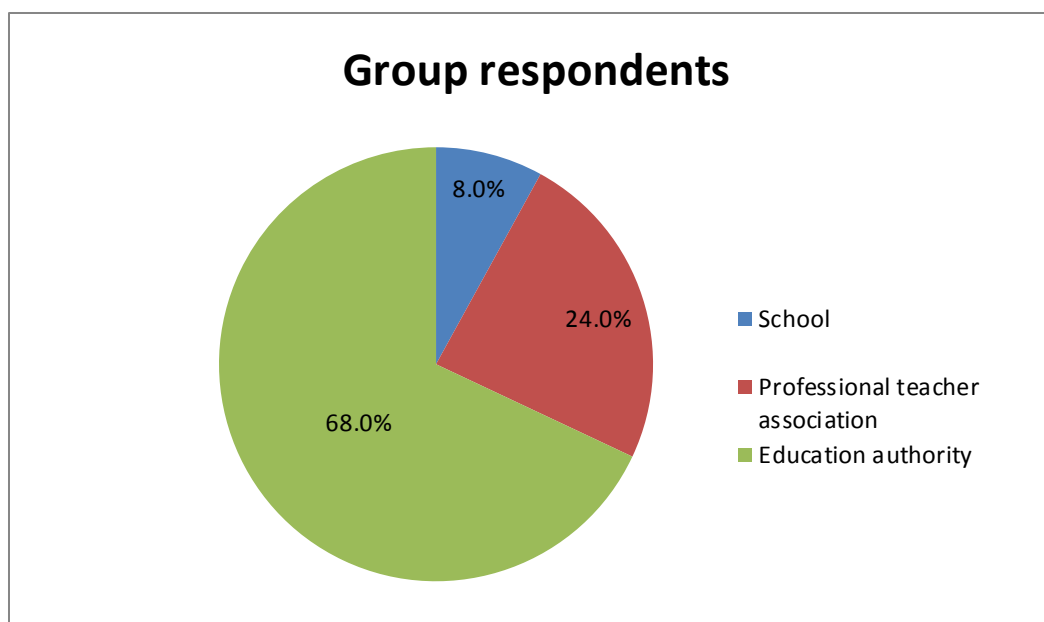
Figure 8.3: Online technologies survey group respondents by organisation type

Individual respondents

Figure 8.4 represents the individual respondents to the online technologies survey and what sector they are from. The largest proportion of contributions to the online technologies survey was from individuals from the government sector, followed by the independent sector and then the Catholic sector.
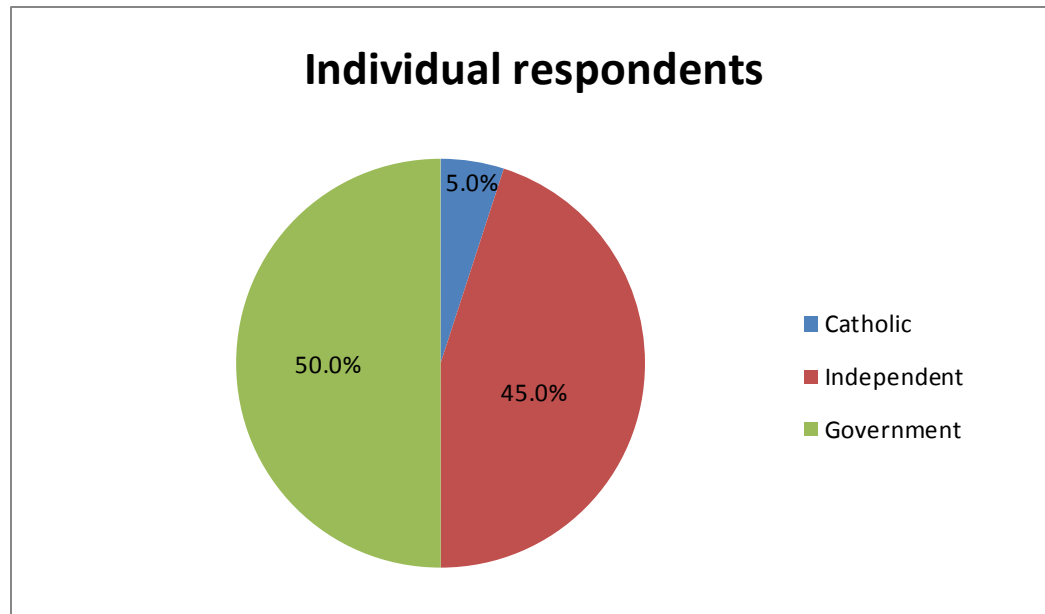
Figure 8.4: Online technologies survey individual respondents by sector

8.3   Strengths

8.3.1   *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Technologies, the feedback provided broad support for the following:

- the alignment of content structure between Design and Technologies with Digital Technologies in the processes and production skills strand
- combining food and fibre production, and food specialisations in Years 5–6 to reduce the number of technologies contexts from four to three
- combining two 'technologies and society' content descriptions in Years 7 and 8
- changes to content descriptions to reduce complexity resulting in content descriptions that are generally more succinct, and demonstrate a stronger progression of learning
- the use of the term 'student solutions' rather than 'developed solutions'.

8.3.2   *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Technologies the feedback provided some support for the following:

- a choice in reporting on the Technologies as a learning area or to report on the individual Technologies subjects.

8.4   Summary of key feedback and directions

Most respondents supported the alignment of the processes and production skills strand for Design and Technologies, and Digital Technologies. There was also a high level of support for the reduction in Years 5–6 of the number of technologies contexts from four to three, and for some of the other suggested reductions and rewording in both subjects. Respondents agreed that complexity was reduced in general, and that while progression had improved, there was some need for reordering in Digital Technologies. Some draft changes to content descriptions were not supported, in particular the deletion of sustainability from the technologies and society thread in Design and Technologies.

There was some support for providing Technologies learning area achievement standards as an alternative or option to subject-specific achievement standards. The sample of practicing primary teachers consulted indicated support for the option of Technologies learning area achievement standards. However, there were some concerns about how well the learning area achievement standards reflected curriculum intent.

Directions include retaining the Technologies learning area achievement standards as an option, accompanied by text that explains how the learning area achievement standard can be used alongside the subject content to assess and report on the Technologies. Further revisions will focus on considering the concerns and the suggestions provided during consultation.

8.5 Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – Draft changes to Australian Curriculum: Technologies across Foundation − Year 10				
Sustainability	Deletion of sustainability from F–6 content descriptions	Combined Qld QCEC DEC DET IST DATTA DoE BCE ESA VCAA	A number of respondents consider the deletion of sustainability from F–6 technologies and society content descriptions removes a valuable component	Retain sustainability in content descriptions ACTDEK001; ACTDEK010 and ACTDEK019
Integration	Digital Technologies integration	ACCE	ACCE would like to see the inclusion of integrated approaches to combining Digital Technologies knowledge and understanding content with each of the prescribed Design and Technologies contexts	Out of scope. Concern will be noted in the 2015 monitoring process
	Integration across subjects	QCEC BCE DECD	It is suggested there be more integration across other subject areas	Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan
Processes and production skills strand	Changes are superficial	Combined Qld QCEC BCE WASCSA	The proposed changes to the titles of the processes and production skills sub-strands are superficial and do not assist teachers. Further work is required to align the content of these strands and not just read the titles	There is broad support for the revised titles of the processes and production skills strand.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Changes not appropriate	VCCA	The adjustments to the processes and production skills strand to improve the relationship between the two Technologies areas are rejected	There is broad support for the revised titles of the processes and production skills strand
	'Generating' rather than 'designing'	DEC Combined Qld DoE	The changes do not improve the Australian Curriculum. The word 'designing' should not be used to replace the word 'generating'. This is misleading. Replace 'designing' with 'generating'. Prefer an emphasis on 'generating' rather than 'designing' user-interfaces in Digital Technologies content descriptions	Change 'designing' to 'generating and designing'. Provide a definition of 'designing' in the glossary
Online presentation on the website	Equal weight of subjects	DEC	The presentation of the document as an online curriculum leads users to the conclusion that Design and Technologies, and Digital Technologies will need to be taught with equal weighting	This is correct. The two subjects are equally weighted as indicated in Curriculum Design paper, p. 8. States and territories will provide advice about implementation. No action
Digital Technologies	Focus on Digital Technologies	DATTA	The national priority of ensuring that all students are digitally literate places additional pressure on teachers to focus their attention on this aspect of the Technologies curriculum, not on the subject of Design and Technologies. While Digital Technologies are an integral part of an education in Technologies, they are more	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			relevant and contextualised as a cross discipline focus	
Elaborations	Update elaborations	SSDQLD	Elaborations need to be updated to reflect the changes	Related work. Concern will be addressed in refinements to the Australian Curriculum website
Other learning areas	Alignment to other learning areas	SSDQLD QCEC BCE	Alignment to other learning areas to match the cognitive development knowledge, understanding and skills must be addressed.	Review cognitive demand across learning areas again
Depth	Insufficient depth	DEC	The changes to content descriptions are clear and unambiguous for this band; however; the changes do not lend themselves to deep and sophisticated learning in this area as it currently stands	Review cognitive demand across learning areas again
Overcrowding	Technologies should start from Year 5	QCEC BCE	There is significant opportunity to resolve overcrowding in the Technologies curriculum, which has not been explored through the review recommendations. Technologies should start from Year 5. Currently, there is little progression in what is expected in Digital Technologies from the P–2 band through to 5–6 band	There is broad support that the progression is appropriate. The writers were tasked with reducing content descriptions and complexity from Foundation to Year 6, not eliminating bands. Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
F–2 content descriptions	Volume	DET Combined ACT	Still too much content for this band across the two subjects and there are many areas that continue to cross over with Science, Arts and HaSS	Most respondents indicated the volume was appropriate for this band. It is acknowledged that the Technologies curriculum provides many rich opportunities for integration. Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan
	Too many technologies contexts	DET	Too many technologies contexts expected at this level. Consider reducing these from three to two at F–2 band. Consider only food and fibre, and materials and technologies. Remove the engineering principles from this band	There was only one response suggesting this. Most respondents indicated the volume of content was appropriate for the band. No action
	Food and fibre production / food specialisations content description too complex	DEC	Overcrowding has been resolved except in food and fibre production / food specialisation, where two different concepts have been bundled together. Reduce the amount of content within that content description	No change since original version. Out of scope. Concern will be noted in the 2015 monitoring process
	Deletion of the term 'communicate' in Design and Technologies	DEC	'Communicate' needs to be retained in the designing process within the skills strand for F–2	Not supported by NT, "The terms visualise and communicate were too broad". Other respondents have supported the change. Review progression of learning and change if appropriate
	Lack of designing and implementing, and producing in Digital Technologies	DEC	Digital Technologies F–2 does not engage in the skills of designing or producing and implementing	No change since original version. Based on the indicative writing time, the number of content descriptions is quite low in F–2. Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 3–4 content descriptions	Volume	DET Combined ACT	Still too much content for this band across the two subjects; and there are many areas that continue to cross over with Science, The Arts and HaSS	Most respondents indicated the volume was appropriate for this band. It is acknowledged that the Technologies curriculum provides many rich opportunities for integration. Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan
	Too many technologies contexts	DET	Too many technologies contexts expected at this level. Consider reducing these from three to two at 3–4 band. Consider only food and fibre, and materials and technologies. Remove the engineering principles from this band	This is the only response suggesting this. Most respondents indicated the volume of content was appropriate for the band. No action.
	Food and fibre production / food specialisations content	DEC DATTA VCAA	The change from 'and' to 'or' in the food and fibre knowledge and understanding area will leave gaps in continuity depending of which society teachers choose, modern or traditional. Do not support changing 'and' to 'or' in studying food in traditional and modern societies – think the comparison is useful	The rationale for the change was that it promotes integration with History. Retain 'and' in ACTDEK012
	Food specialisations	DoE	Food is highlighted in two of the four technologies contexts. Grouping food technologies with fibre and providing food with its own context creates issues of equity for schools that do not have the facilities to deliver the food technology component. The language used in food and fibre is not clear enough to	There was only a change of one word from 'and' to 'or'. There is no requirement that food specialisations is taught in a specialist room. No other feedback on this content description. Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			determine the content to be taught.	
	Materials and technologies specialisations	DEC	Characteristics and properties need to be included in 3–4 for consistency of continuity from F–2 onto 5–6, as it appears in all bands except for this one, in the materials and technologies specialisations context.	No change since original version. Out of scope. Concern will be noted in the 2015 monitoring process
	Progression from Years 3–4 to Years 5–6 Digital Technologies	SSDQLD	ACTDIP011 ACTDIP020 appear in the wrong progression order: Years 3–4 band appears more complex than the corresponding description in band 5–6. Would like to see some design of algorithms in 3–4, since they can readily create their own algorithms in a visual programming language (a Year 1 student can do that) so they should be designing algorithms in this band	Review and revise if appropriate
	Lack of designing and implementing	DEC	There is no content in the generate and design section of the skill strand within Digital Technologies. It is necessary to include 'generate and design' in Years 3–4.	No change since original version. Based on the indicative writing time, the number of content descriptions is quite low in F–2. Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 5–6 content descriptions	Combined food and fibre production and food specialisations inappropriate	HEIA VCAA WASCSA	Combining the two food contexts is inappropriate at this age. The food and fibre, and food specialisations do not make it clear that students are preparing food in a home-style environment for home consumption. At the moment, it reads as though they could only be looking at how food is prepared by industry. Suggestion: Change 'meet human needs' to 'enable people to grow, have energy and be healthy' (HEIA) in food specialisations, health needs to remain (DEC)	There is broad support for the proposed changes. Consider suggested revisions to refine content description
	Deletion of 'forces'	DEC DATTA WASCSA	In engineering principles, 'forces' needs to remain	The deletion increases the alignment with Years 5 and 6 Science content descriptions. Forces are addressed in F–4 and could also be included if movement was addressed. No action
	Investigating progression	DEC	In investigating, the progression of skill development is affected by the choice of language	Consider suggestion and revise progression
	Complexity of language	DET	The provided edits have helped to clarify some content descriptions, but the content is still quite specialised and the language is complex	Consider specific feedback provided and revise if appropriate

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Volume	IST	There is a lot of content to cover if the indicative time has not changed from previous	There is broad support that the volume for Years 5 and 6 is now appropriate. No action
	Deletion of the term 'communicate' in Design and Technologies	DEC	'Communicate' needs to be retained in the designing process within the skills strand for 5–6	Retain communicate in Years 5 and 6
	Shift in expectation: Digital Technologies	DEC ISQ	There exists a subtle shift in early years from application of technology to just examining or thinking about it. For example, 'examination' appears to have replaced 'investigation' in many instances. ISQ would like some clarification on why 'investigate' has been replaced with 'examine'. What are the implications for schools, students and teachers? For example, what is the intended impact on content descriptions ACTDIK014 and ACTDIK015?	'Investigate' was changed to 'examine' to improve differentiation between Years 5 and 6, and Years 7 and 8. 'Examine' is to observe or inspect carefully or critically, while 'investigate' is to inquire into or study in order to ascertain facts or information. Review use of the word examine and change if appropriate
	Progression from Years 3–4 to Years 5–6 Digital Technologies	SSDQLD VCAA	Placing algorithm progressions in different process and production sub-strands makes it difficult to follow the progression. Merging of two content description ignores the place of ideation in designing (generating and considering alternative designs)	Review and revise if appropriate

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	ACTDIP020	DoE	The change to ACTDIP020 has diluted the content. We prefer the original	Review and revise if appropriate
	Branching	Combined ACT	Concerned about 'branching' as a concept all teachers would need to teach	Professional development and work samples will assist teachers.
	Knowledge and understanding strand too broad	AISWA	The sub-strands in knowledge and understanding are too broad and give little detail with regard to depth and breadth. In addition, the achievement standards also do little to indicate the complexity to which students should engage in, which impacts on the consistency of delivery for this subject.	Out of scope – concern will be noted in the 2015 monitoring process.
			Support materials will need to be developed to assist teachers in the delivery of this content, inclusive of each context	Future work – Concern will be addressed under actions in the 2015–16 ACARA work plan
Years 7–8 content descriptions	Volume	IST	There is too much content to cover if the indicative time has not changed from previously	There is high level of support that the volume for Years 7 and 8 is appropriate. No action
	ACTDEK029	HEIA	Disagree with leaving out 'social, ethical and sustainability considerations' as … these will get lost unless 'explicitly mentioned	Consider suggestion and revise if appropriate

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	ACTDEK033	HEIA	ACTDEK033 Food specialisations should be revised to improve progression	Consider suggestion and revise if appropriate
	Digital Technologies progression now unclear	SSDQLD	Merging of content descriptions and moving content to other sub-strands disrupting the clarity of the progression across bands	Review progression once editing suggestions have been taken into consideration
	Designing not sufficiently explicit	DEC DoE	Emphasis on designing should be more explicit in Digital Technologies. Reinstating outcome ACTDIP033 "Plan and manage projects, including tasks …" would strengthen this. Prefer 'plan and manage' rather than just 'manage' in ACTDIP032	There is broad support for this reduction. Review and consider including 'plan' in ACTDIP032
	ACTDIP032	AISSA	Not clear what is meant by communicate 'interactive' ideas. Does this description only imply collaborative projects?	Review feedback and revise if appropriate
	Programming too advanced	DEC	The Digital Technologies outcomes are too advanced for this stage in relation to programming. Emphasis on programming needs to be more explicit as this appears to be above stage level. Significant professional learning will be required to build teacher skills and understanding	Out of scope. Concern will be noted in the 2015 monitoring process

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 9–10 content descriptions	ACTDIP043	SSDQLD	ACTDIP043 does not include 'communicate', yet it is expected all other bands prior. Suggest it is also included here, perhaps instead of 'sharing' as 'sharing' is less complex than 'communicating'	Review feedback and revise if appropriate
Editing	Editing suggestions	ESA AISWA	A range of editing suggestions to improve clarity	Review feedback in detail and revise if appropriate
Achievement standards – draft changes to Australian Curriculum: Technologies across Foundation – Year 10				
Learning area achievement standard	Learning area achievement standard replaces discrete achievement standards	SSDQLD DECD VCAA	Queensland state schools do not support the draft single achievement standard replacing current subject-specific achievement standards. Both must be available for schools. Queensland state schools will only support a learning area achievement standard F–6 if the subject-specific achievement standard remains. The proposed alternative amalgamated Technologies achievement standards are rejected. These achievement standards lack specificity and undermine the integrity of both Design and Technologies, and Digital Technologies.	The intention is that states and territories, and schools will be able to decide if they report to the learning area achievement standard or the subject-specific achievement standards. There is some support for offering an alternative learning area achievement standard

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Combining two subjects into one learning area achievement standard is confusing	DATTA HEIA	The process of combining Design and Technologies, and Digital Technologies subjects into the one achievement strand is confusing, adds more complexity to assessment and compounds the view of why we are teaching two separate subjects	There is some support for the learning area achievement standard. States and territories, and schools will be able to decide if they report to the learning area achievement standard or the subject-specific achievement standards
Curriculum mapping	Suggestion	DET	A curriculum map to demonstrate links between content descriptions and achievement standards should be provided	Related work. Concern will be addressed in refinements to the Australian Curriculum website
Discrete subjects	Learning area achievement standard does not reflect the discrete subjects	SSDQLD	The draft learning area achievement standard, paragraph 1, in no way represents the content of either of the discrete subjects (QSS)	There is some support that the learning area achievement standard F−2 forms a part of an appropriate progression of expected learning
Overcrowding	Learning area achievement standard does not address overcrowding	SSDQLD Combined Qld DET Combined ACT	An achievement standard does not address the concern of an overcrowded curriculum	There is some support for the learning area achievement standard. States and territories, and schools will be able to decide if they will report to the learning area achievement standard or the subject-specific achievement standards
		Combined Qld	The proposal to provide an optional combined achievement standard has a potential to reduce the overcrowding in the curriculum; however, what is proposed in the draft achievement standard would not be practical or useful for teachers due to an	There is some support for the learning area achievement standard. States and territories, and schools will be able to decide if they report to the learning area achievement standard or the subject-specific achievement standards

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			oversimplification of both strands: knowledge and understanding strand, and process and production skills strand (QLD)	
Assessment and reporting	Learning area achievement standard does not support the process of assessment and reporting	SSDQLD Combined Qld DET Combined ACT AISSA	The combined Technologies achievement standard confuses the process of assessment and reporting, as the process and production skills do not align between the subjects	If the learning area achievement standards are retained, consider how to improve
F–2 achievement standard	Learning area achievement standard pitch is not consistent or appropriate	Combined Qld QCEC BCE DEC Combined ACT	The proposed combined achievement standard is welcomed as a way of combining the two subjects; however, the proposed standards are poorly constructed and lack clarity. The original stand-alone achievement standards for each subject are pitched more appropriately and set out clearer expectations of student achievement. The achievement standards for F–2 are far too broad, extending beyond the scope of both students at this age and the content areas that teachers are prioritising at this age level, such as English and Maths.	Conflicting views regarding pitch. If the learning area achievement standards are retained, consider how to improve

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Progression is not appropriate	Combined Qld QCEC BCE DEC	The progression of expected learning across bands is not appropriate. The language in the draft achievement standard introduces a language of a quantitative nature. Currently, there is limited progression in what is expected in Digital Technologies from the P–2 band through to 5–6 band	If the learning area achievement standards are retained, consider how to improve
	Learning area achievement standard does not support the process of assessment and reporting	Combined Qld SSDQLD QCEC BCE	The generic learning area standard hinders the alignment of teaching and learning programs. The combined Technologies achievement standard confuses the process of assessment and reporting, as the process and production skills do not align between the subjects	There is some support for the learning area achievement standard. States and territories, and schools will be able to decide if they report to the learning area achievement standard or the subject-specific achievement standards
	Learning area achievement standard does not align with revised content	Combined Qld SSDQLD QCEC BCE WASCSA	In the new draft learning area achievement standards, there is reference to 'some social, technical and sustainability considerations', yet there is no clearly stated reference to any of these in the content descriptions. It introduces a language of a quantitative nature. The combining of process and production skills of the two subjects into the second paragraph of the achievement standard has resulted in it	Sustainability is being retained. No action. If learning area achievement standard retained, check alignment in terms of social, technical considerations. Review the quantitative terms. Review paragraph 1 and 2

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			becoming complicated and large. The knowledge and understanding paragraph, on the other hand, has become too simple and fails to give clear relevance between it and the content descriptions of the two subjects	
	Sustainability	DET Combined ACT	Removed from content descriptions, but still in achievement standard. Should be retained in both	No action as sustainability is being retained
Years 3–4 achievement standard	Learning area achievement standard is not consistent in pitch	Qld DET Combined ACT	The original stand-alone achievement standards for each subject are pitched more appropriately and describe clearer expectations of student achievement. In the proposed combined achievement standard, the knowledge and understanding paragraph is too simple, lacking any reference to the Digital Technologies knowledge and understanding content (QLD) Expectation is too high. Suggestion: Remove the words 'future needs' and 'critique' at the 3–4 band (NTDoE) The draft achievement standard is very overcrowded and appears to highlight irrelevant standards such as an unrealistic focus for this band on identifying	Conflicting views regarding pitch. If learning area achievement standard retained, review pitch

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			social, technical and sustainable considerations (ACT)	
	Learning area achievement standard does not provide an appropriate progression	Combined Qld SSDQLD	The draft learning area achievement standard, paragraph 1, in no way represents a progression. There is no cognitive development, rather a range. There is limited progression in algorithms or in digital systems and representation of data. The new achievement standard does not value 'add'; instead, it is confusing and is more about 'how much' rather than 'how well'	If learning area achievement standard retained, review progression
	Learning area achievement standard does not align with revised content	Combined Qld SSDQLD DEC DET Combined ACT	The alignment needs work. For example, 'sustainable' has been removed from the content, but is still in the achievement standards. Insufficient Digital Technologies represented in combined achievement standard. The draft achievement standards in their current form do not reflect a clear alignment with the content descriptions of both subjects	Sustainability is being retained. No action If learning area achievement standard retained, check alignment in terms of social, technical considerations. Review the quantitative terms. Review paragraph 1 and 2

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Insufficient focus on producing	QCEC BCE	One would imagine that Technologies would be a hands-on learning area and that there would be more of an emphasis in the achievement standards on 'building, implementing, creating solutions or products' as opposed to 'outlining, describing, explaining, documenting, critiquing', etc.	Students 'safely create solutions'. They are 'creating…ideas, information and solutions'. If learning area achievement standard is retained, consider how to increase focus on producing and implementing
	Pitch	QCEC BCE	We are uncertain that Year 3–4 students can 'critique' as required by the year level achievement standard	'Critique' is in the original curriculum. Out of scope. Concern will be noted in the 2015 monitoring process
Years 5–6 learning area achievement standard	Pitch is not appropriate	AISSA Combined Qld	The pitch is far too sophisticated and complex. The content is accessible, but the skills description are far too dense and teachers without technologies expertise will find it difficult to implement	Conflicting views regarding pitch. If learning area achievement standard is retained, review pitch
	Learning area achievement standard does not provide an appropriate progression	SSDQLD DEC Combined Qld	The progression of expected learning across bands is not appropriate. The achievement standards do not reflect the complexity of the content descriptions (DEC)	If learning area achievement standard is retained, review progression
	Learning area achievement standard does not align with revised content	SSDQLD DEC	The alignment needs work. For example, 'sustainable' has been removed from the content, but still is in the achievement standards	'Sustainability' is to be retained. No action. If learning area achievement standard retained, check alignment in terms of social, technical considerations. Review the quantitative terms. Review paragraph 1 and 2

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
			The draft achievement standards in their current form do not reflect a clear alignment with the content descriptions of both subjects	
	Editing suggestion	DoE	Sentence 4, paragraph 2, is convoluted and needs rewording. What is the intention? Teachers will find it difficult to interpret. Suggest using 'digital solutions' in place of 'user interfaces and a visual program…' (TASDoE)	If learning area achievement standard is retained, review suggestion
Years 7–8 learning area achievement standard	Combined achievement standard for this band is not required	Combined Qld	Technologies learning area achievement standard should only be provided for F–6	States and territories provide advice about implementation and could advise their jurisdictions about achievement standard requirements
	Not suitable for Design and Technologies	AISWA DECD	Although the statement is reflective of what knowledge and skills students have developed by studying both Technologies subjects as an 'aggregate' for reporting, it should be made clear that it should not be applied to contextualised learning of the Design Technologies subject	States and territories can decide whether to use the achievement standard or not
	Learning area achievement standard does not provide an appropriate progression	SSDQLD Combined Qld	The draft learning area achievement standard, paragraph 1, does not present a progression.	If learning area achievement standard is retained, review progression

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	Does not match the intent of the content descriptions	HEIA DoE	The achievement standard does not match the intent of the content descriptions. For example, in technologies and society, they 'investigate and prioritise', yet the standard only demands to 'explain'. In the contexts, students 'analyse' but again are only asked to 'explain' in the standard. The achievement standard 'explain how social, ethical, technical and sustainability consideration' is disconnected from the content descriptions	If learning area achievement standard is retained, review verbs and alignment.
	Learning area achievement standard does not align with revised content	SSDQLD Combined Qld	The alignment needs work. The draft achievement standards in their current form do not reflect a clear alignment with the content descriptions of both subjects	If learning area achievement standard is retained, review alignment
	Editing suggestion	DoE	Sentence 4, paragraph 2 requires rewording and simplifying. Current wording is convoluted and meaning is lost. We feel user interfaces are given too much prominence. They are only one aspect of the design process.	If learning area achievement standard is retained, review suggestion

9. HEALTH AND PHYSICAL EDUCATION (HPE)

9.1 Summary of key points

For reporting purposes, the analysed data were organised according to the broad structural organisers for the survey, that is, for the HPE curriculum area:

- content descriptions for each band level: Foundation, 1–2, 3–4, 5–6, 7–8, 9–10
- achievement standards for each band level: Foundation, 1–2, 3–4, 5–6, 7–8, 9–10.

Specific feedback on the content descriptions was sought, based on the following areas:

- clarity of the content descriptions in each band
- whether draft changes improve the curriculum
- pitch of the content descriptions for each band
- volume of content in each band
- whether changes assisted in resolving the overcrowded nature of the curriculum
- appropriate progression across band levels.

Specific feedback on the achievement standards was sought, based on the following areas:

- pitch of the achievement standards for each band
- appropriate progression across band levels
- support for the process of assessment and reporting
- whether the achievement standards assisted in resolving the overcrowded nature of the curriculum
- whether achievement standards align with the revised curriculum.

9.2 Summary of demographics for online survey respondents

Across the health and physical education curriculum, ACARA received 26 responses to the online survey. There were 14 group responses and 12 individual responses. ACARA also received seven written submissions.

Figures 9.1, 9.2, 9.3 and 9.4 illustrate the representation of respondents by state/territory, group or individual. Most state and territory education authorities provided feedback on the draft curriculum, either through the online survey or via detailed written submissions.

Feedback was submitted by stakeholders throughout Australia including:

- state and territory education authorities
- representative bodies (such as teacher professional associations)
- individuals.

Organisations which made written submissions are listed in Appendix 1.

Online survey

All respondents

Location

As shown in Figure 9.1, the largest proportion of respondents to the online survey was from Queensland, followed by Tasmania and then equally by New South Wales and national organisations and Victoria.
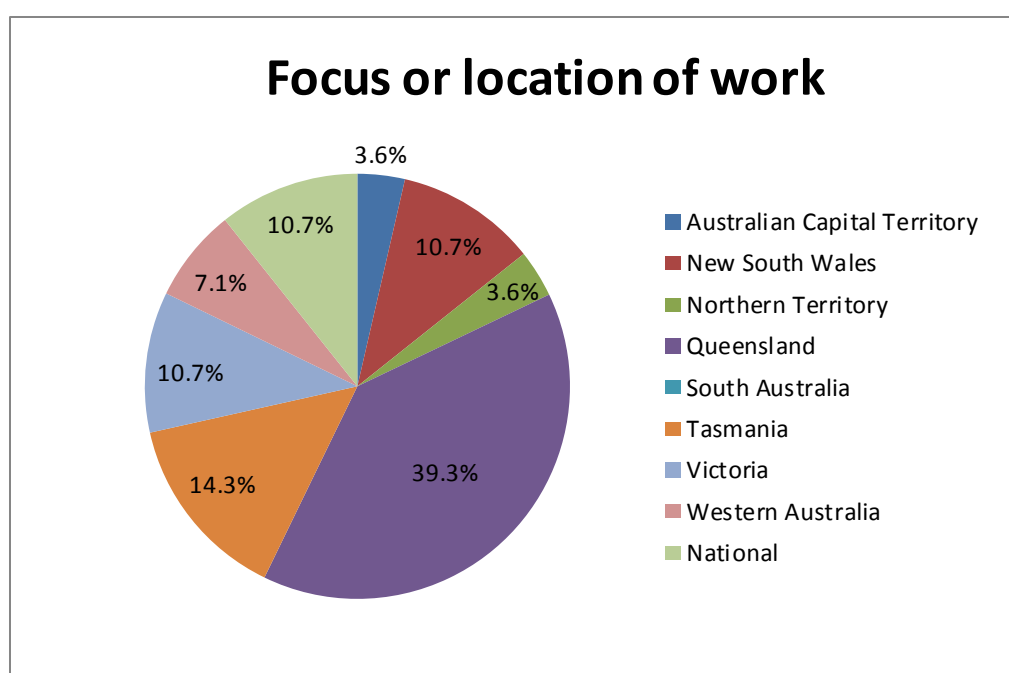

Figure 9.1: Online health and physical education survey respondents by focus or location of work

NB: Contributions of less than 1% are not shown on the graph

Respondent perspective

Figure 9.2 represents the total respondents to the online health and physical education survey. The largest proportion of respondents to the online health and physical education survey identified as education officers, followed by secondary teachers and then school leaders.
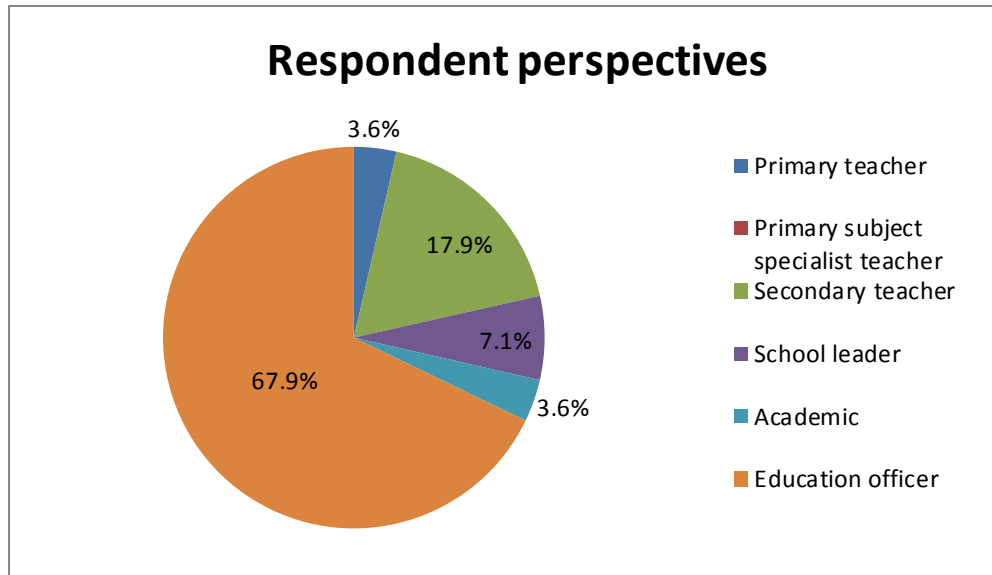

Figure 9.2: Online health and physical education survey respondents by perspective

NB: Contributions of less than 1% are not shown on the graph

Group respondents

Figure 3 represents the group respondents to the online health and physical education survey by organisation type. The largest proportion of contributions to the online health and physical education survey was from education authorities.
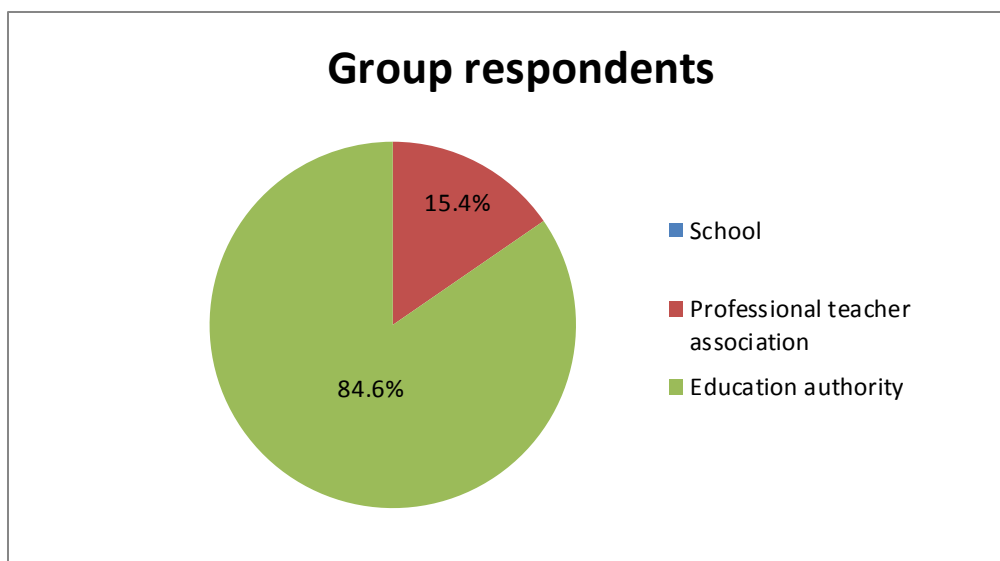

Figure 9.3: Online health and physical education survey group respondents by organisation type

NB: Contributions of less than 1% are not shown on the graph

Individual respondents

Figure 4 represents the individual respondents to the online health and physical education survey and what sector they are from. The largest proportion of contributions to the online health and physical education survey included individuals from the government sector, followed by the independent sector and then the Catholic sector.
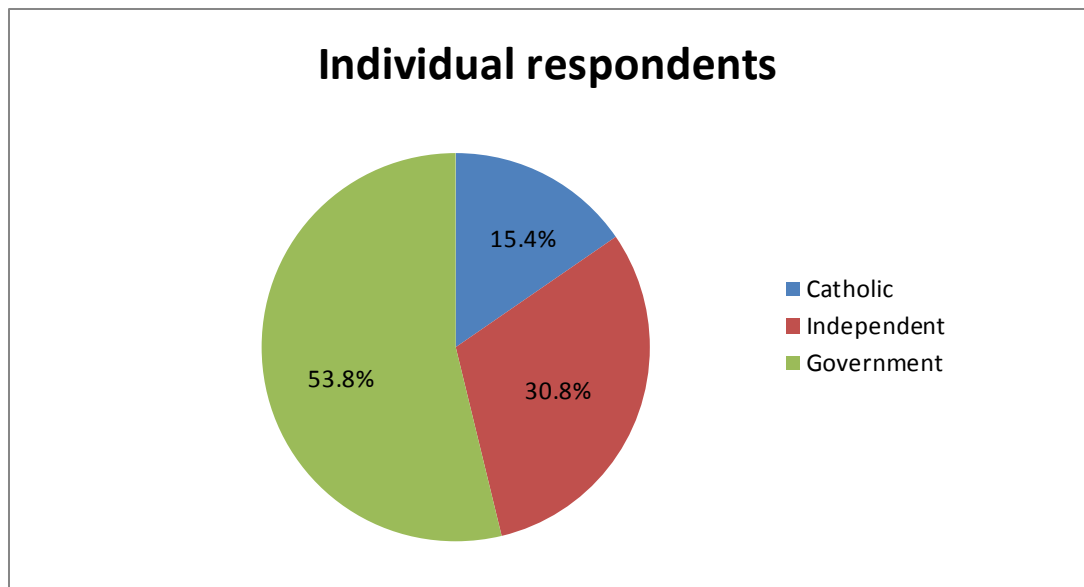

Figure 9.4: Online health and physical education survey individual respondents by sector

9.3   Strengths

The Association of Independent Schools of Western Australia supports many of the wording changes as they help reduce the content and add clarification.

Overall, the views expressed have been very positive and supportive of the proposed changes. (National President ACHPER National)

Overall, there is support for the intent to reduce the overcrowding in the primary curriculum and feedback has been generally positive in regard to the draft changes for Science, and Health and Physical Education. (DECD)

9.3.1   *Content descriptions*

In relation to the draft changes to the content descriptions for Australian Curriculum: Health and Physical Education, the feedback provided broad support for the following:

- Integrity of the structure of the learning area has been maintained.
- Reduction of duplication has generally been received well. There is still reasonable sequential, coherent complexity flowing vertically across the F–10 bands in the health and movement strands.
- Some simplifications and deletions were seen as improvements, which would enhance understanding by teachers and parents and enable consolidation.
- Draft curriculum was seen as achievable within indicative time allocations
- Attempts to link and align learning areas were acknowledged.
- Combining movement sequences into other content descriptions reduces content and removes unnecessary wording while ensuring the focus across a variety of physical activity contexts remains.
- The inclusion of cultural diversity, valuing diversity was seen as positive; however, it was suggested that these issues could commence at a much earlier stage.

9.3.2   *Achievement standards*

In relation to the draft changes to the content descriptions for Australian Curriculum: Health and Physical Education, the feedback provided broad support for the following:

- Proposed minor language changes improve accessibility.
- Level of content was deemed appropriate in Years 1–10, given that students had two years to demonstrate achievement,
- Inclusion of word 'wellbeing' in the achievement standards was seen as positive,
- Simplifying the assessment standards statements will allow teachers greater flexibility in designing assessment instruments. The new terminology is simpler and much more user- friendly.

9.4   Summary of key feedback and directions

Overall, respondents viewed the changes as improving the curriculum and achieving reduced volume. Removing duplication with dance from Foundation to Year 6 while retaining rhythmic and expressive movement as a focus area was seen as a positive step in

reduction. This deletion has been extended to Year 10 to address progression issues. Minor modifications to other 7–10 content descriptions will ensure retention of skills and a focus across a variety of physical activity contexts.

The suggested focus on students' 'own' wellbeing in strand one, sub-strand one, was not supported, being seen as limiting the empowerment of students to enhance the wellbeing of others.

Concern was also expressed about a loss of focus on cultural diversity. Content descriptions relating to diversity have been reinstated and strengthened in Year 3–4 and Year 9–10.

Respondents said that the standards were clear and appropriately pitched. They identified some misalignment needing further attention. The importance of safety will be included in achievement standards.

9.5   Concerns and directions for revision

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Content descriptions – draft changes to Australian Curriculum: Health and Physical Education				
F–10	Too many concepts embedded in content descriptions	SSDQLD Combined Qld QCEC VCAA One individual	Reduce number of concepts to allow depth of learning. Ambiguity exists and content descriptions are open to interpretation	Out of scope. Concern will be noted in the 2015 monitoring process. Reducing the number of concepts would involve a complete rewriting, which is beyond the remit of this current work. Design of curriculum is flexible to allow adaptation to suit teaching and learning contexts. There was strong support from survey respondents across all bands that the volume of content was suitable for each band
Years 1–6	Important practical skills and practices have been removed through deletions of content descriptions	SSDQLD Combined Qld DEC ACHPER VCAA	The removal of 'construct', 'perform' and 'design' decreases opportunities for developing critical thinking. The words 'imaginative and original movement' need to be retained	Removal of these content descriptions addresses duplication identified in primary years between dance and HPE and the change contributes to a reduction in content. The focus area of rhythmic and expressive activities has not been removed so that teachers can still teach educational gymnastics, rhythmic gymnastics, circus skills and dance (if it is not being covered through dance in The Arts). Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan including: • refining elaborations to ensure representation of the processes of construct, perform and design. • developing a dance and movement curriculum connection topic across F–6
Years 1–6	Missed opportunity to strengthen protective behaviours	WASCSA AISWA	Protective behaviours content/skills should be mapped across all year levels, especially F–3	Make protective behaviours explicit in Years 1–2 content description. Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan including: • refining elaborations to ensure representation of protective behaviours • developing a protective behaviours curriculum connection topic across F–6

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 1–6	Fundamental movement skills have been diminished through deletion of content descriptions	QCEC Combined Qld VCAA	Removing dance related content descriptions diminishes fundamental movement skills, impacts on progression, contradicts proposition of valuing movement, diminishes rhythmic and expressive activities focus area	No action. Fundamental movement skills are also developed through the subject of dance in The Arts as well as educational gymnastics, rhythmic gymnastics and circus skills in HPE. Movement creation remains an option in sub-strand 5: understanding movement, and sub-strand 6: learning through movement
F	Separation of cooperation skills and fair play content descriptions in sub-strand 3 contributes to overcrowding	SSDQLD Combined Qld ISQ	Remove fair play content descriptions and weave ideas across other content descriptions in the learning through movement sub-strand as well as into sub-strand 3: contributing to healthy and active communities	No action. These content descriptions relate to two different aspects of learning in terms of scope. One involves social skills of cooperation and positive interaction in general whereas; the other specifically relates to following rules, safety and ethics in games and sport
F–10	Complexity and clarity of content descriptions	Combined ACT SSDQLD ISQ Combined Qld HEIA DoE VCAA WASCSA	Examine quality of content. Clarify the meaning and scope of subject-specific words and concepts, e.g. 'at risk', 'perform', 'practice', 'personal identity', 'celebrating difference' across bands	Future work. Concern will be addressed under actions in the 2015–16 ACARA work plan including: • identification and definition of relevant technical terms, terms with subject-specific meaning and verbs used in achievement standards • there was strong support from survey respondents across all bands that draft changes to content descriptions were clear and unambiguous
F–6	Current classroom practice does not reflect the intent that the two strands of	SSDQLD ISQ Combined Qld	Classroom practice does not reflect intended interrelationships between strands. Teachers need to see curriculum connections	Out of scope. Concern will be noted in the 2015 monitoring process. Work samples may provide direction and illustrate how strands can be interrelated in teaching and learning programs

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
	HPE are interrelated		that may be used to support learning within HPE	
F–6	Pedagogical advice is being provided	VCAA	Some amendments to content descriptions include pedagogical advice	Revise content descriptions to remove pedagogical advice
F–8	The opportunity to focus on promoting others health, safety and wellbeing has been removed from sub-strand 1	VCAA BOSTES	Adding the word 'own' to content description about promoting health, safety and wellbeing misses an important opportunity of a strength-based approach – empowering students to enhance wellbeing of others	Remove additional words and revert to original wording
F–6	Lack of clear progression across bands	QCEC Combined Qld WASCSA	Lack of clarity about how concepts progress and what constitutes essential knowledge, skills and understandings across bands	Out of scope. Concern will be noted in the 2015 monitoring process. Delete content descriptions in sub-strand 4 to Years 7–10 to address identified progression issues. Minor modifications to 7–10 content descriptions to ensure retention of skills and contexts. Simplify language for band 5–6 to improve progression to 7–8. There was strong support from survey respondents across all bands that draft changes to content descriptions form part of an appropriate progression across bands
Years 1–10	Loss of focus on cultural diversity	QCEC Combined Qld DEC DET Combined ACT	Removal of 'heritage, cultural identities, diversity and respect' decreases links to cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, and Asia Education	Revert to original content descriptions. Include cultural significance of physical activity in Years 3–4. Add 'diversity' to content description Years 9–10 for clearer progression. Retain word 'diversity' rather than 'difference'

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
		AEF HEIA AISWA DECD Aboriginal and Torres Strait Islander Advisory Group	Foundation (AEF) and Australia's engagement with AEF, as well as the general capability of intercultural understanding. Students will not have foundational knowledge unless there is a direct focus in other learning areas. Issues around cultural diversity and valuing diversity could commence earlier (AEF) and go to Year 10 Home Economics Institute of Australia (HEIA)	
Years 5–6	Refinements have resulted in a reduction to students' help-seeking options	Combined Qld QCEC	Removal of the words 'community resources' have limited students' help-seeking options	Reinstate words 'community resources' to content description in sub-strand 1
Years 5–10	Overcrowding in Years 7–10 curriculum	Combined Qld QCEC Combined ACT	Reduction in F–6 only shifts burden to teachers and students in upper bands. Skills taught in higher bands take more time to teach	Out of scope. Concern will be noted in the 2015 monitoring process. There was strong support from survey respondents that the volume of content is suitable for Years 7–10
Years 9–10	Lack of sports science	One individual	No inclusion of basic anatomy, which does not provide continuum to Victorian Certificate of Education PE unless covered in Science	Out of scope. Concern will be noted in the 2015 monitoring process.

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 9–10	Privileging of some learning	HEIA	Concern regarding explicit mention of CPR and first aid	No action. This change would be negatively received by stakeholders. Inclusion of CPR and first aid was agreed to by all states and territories
F–10	Numbering sub-strand makes navigation difficult	APPA	Having two strands with each of their three sub-strands numbered 1, 2, 3 creates confusion for teachers	Renumber sub-strands to become 1–6. Other minor structural advice provided by respondents will be considered
Achievement standards – draft changes to Australian Curriculum: Health and Physical Education				
Years 3–4	Refinements have resulted in diminishing the importance of safety	AISWA VCAA BOSTES	Removal of the word 'safety' from the Years 3–4 achievement standard diminishes the importance of students being able to demonstrate their understanding of protective behaviours, skills and actions	Reinstate 'safety' in the Years 3–4 achievement standard
F–10	Some misalignment between revised content descriptions and achievement standards	QCEC Combined Qld Combined ACT	Refinements to the content descriptions need to be captured in the achievement standards	Review once content descriptions are final to ensure achievement standards accurately reflect what students understand and are able to do having been taught the revised content. Editorial advice provided by respondents will be considered
Years 9–10	Focus areas are not evident in the achievement standards	HEIA	Focus areas designated for this band should be mentioned explicitly. Reads as though all students consider is relationships and movement	No action. Focus areas are a lens through which curriculum is delivered. The achievement standards are to be read in conjunction with the content and focus areas. Explicitly referring to 12 focus areas would drastically increase the length and complexity of the achievement standard

Area	Concern	State/ territory/ PTAs	Specific matters that need attention	ACARA's proposed directions for revision
Years 3–4	Use of terms that restrict learning intent	ACHPER	Use of the word 'fit' is limiting and does not reflect the intended focus on being healthy	Replace 'fit' with 'being healthy'

APPENDIX 1: ORGANISATIONS THAT SUBMITTED RESPONSES

Online survey submissions from identified organisations

- Abbotsleigh
- Archdiocese of Canberra and Goulburn
- Asia Education Foundation
- Association of Independent Schools of ACT
- Association of Independent Schools of Qld
- Association of Independent Schools of SA
- Association of Independent Schools of Tasmania
- Association of Independent Schools of WA
- Australian Association for the Teaching of English
- Australian Association of Mathematics Teachers
- Australian Council for Computers in Education
- Australian Council for Health, Physical Education and Recreation
- Australian Major Performing Arts Group
- Catholic Education Office WA
- Catholic Education South Australia
- Constitution Education Fund Australia
- Department of Education (Tas.)
- Department of Education and Child Development (SA)
- Department of Education and Communities (NSW)
- Department of Education (NT)
- Department of Education (Qld)
- Design and Technology Teachers Association
- Directorate of Education and Training (ACT)
- Education Services Australia
- History Teachers Association of Australia
- Home Economics Institute of Australia
- National Advocates for Arts Education
- National Association of Agricultural Educators
- Queensland Catholic Education Commission
- Queensland Curriculum and Assessment Authority

Online survey submissions from identified individuals

- Alaric Maude
- Alison Edmonds
- Denis Devitt
- James Curran
- Janice Atkins
- Jennifer Buckingham
- Meree Reynolds
- Misty Adonious
- Stephen Matthews
- Toni Gray

Written submissions from organisations

National

- Australian Association of Mathematics Teachers (AAMT)
- Australian Council for Health, Physical Education (ACHPER)
- Australian Major Performing Arts Group (AMPAG)
- Australian Primary Principals Association (APPA)
- Independent Schools Council Australia (ISCA)
- National Advocates for Arts Education (NAAE)

New South Wales

- Board of Studies, Teaching and Educational Standards (BOSTES)

Northern Territory

- Geography and History Teachers' Association Northern Territory (GHTANT)

Queensland

- Brisbane Catholic Education (BCE)
- Geography Teachers' Association of Queensland (GTAQ)
- Independent Schools Queensland (ISQ)
- Royal Geographical Society of Queensland (RGSQ)
- State Schools Division Queensland (SSDQLD)

South Australia

- Association of Independent Schools South Australia (AISSA)
- Department for Education and Child Development (DECD)
- Catholic Education South Australia (CESA)

- Pembroke School, South Australia

Tasmania

- Tasmanian Geography Teachers Association (TGTA)

Victoria

- Victorian Curriculum and Assessment Authority (VCAA)

Western Australia

- Association of Independent Schools Western Australia (AISWA)
- Geographical Association of Western Australia
- School Curriculum and Standards Authority (WASCSA)

Written submissions from individuals

- Alaric Maude
- James Curran
- Kate Cameron
- Maree Whiteley

APPENDIX 2: ORGANISATION ACRONYMS

Acronym	Full name of organisation
AAMT	Australian Association of Mathematics Teachers
AATE	Australian Association for the Teaching of English
ACCE	Australian Council for Computers in Education
ACHPER	Australian Council for Health, Physical Education
AEF	Asia Education Foundation
AISSA	Association of Independent Schools South Australia
AISWA	Association of Independent Schools Western Australia
AGTA	Australian Geography Teachers Association Individual responses from: • Tasmanian Geography Teachers Association (TGTA) • Geography Teachers Association of Victoria (GTAV) • Geography Teachers Association of Queensland (GTAQ) • Royal Geographical Society of Queensland (RGSQ) • Geography and History Teachers' Association NT (GHTANT) • Geography Association of Western Australia (GAWA)
AMPAG	Australian Major Performing Arts Group
APPA	Australian Primary Principals Association
BCE	Brisbane Catholic Education
BOSTES	Board of Studies Teaching and Education Standards NSW
CEFA	Constitution Education Fund Australia
CESA	Catholic Education South Australia
CEWA	Catholic Education Western Australia
Combined ACT	Combined ACT education sector response: ACT Education and Training Directorate, Catholic Education Archdiocese Canberra and Goulburn, Association of Independent Schools ACT
Combined **Qld**	Combined Queensland response: QCAA, DETQLD, QCEC, ISQ
DATTA	Design and Technology Teachers Association
DECD	Department of Education and Child Development South Australia
DEC	Department of Education and Communities New South Wales
DET	Department of Education Northern Territory
DoE	Department of Education Tasmania
ESA	Education Services Australia
HEIA	Home Economics Institute of Australia
HTAA	History Teachers' Association of Australia Individual responses from: • History Teachers' Association of South Australia (HTASA) • History Teachers' Association of Western Australia (HTAWA)
ISQ	Association of Independent Schools Queensland
IST	Association of Independent Schools Tasmania
NAAE	National Advocates for Arts Education
NAOAE	National Association of Agricultural Educators
QCAA	Queensland Curriculum Assessment Authority
QCEC	Catholic Education Queensland Individual responses from: • Brisbane Catholic Education (BCE) • Rockhampton Catholic Education (RCE)
QCPCA	Queensland Council of Parents and Citizens' Association
RCE	Rockhampton Catholic Education
SSDQLD	State Schools Division Queensland
VCAA	Victorian Curriculum Assessment Authority
WASCSA	Western Australia School Curriculum and Standards Authority