



Draft F–12 Australian Curriculum: Geography

Consultation Report



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CONSULTATION ON DRAFT F–12 AUSTRALIAN CURRICULUM: GEOGRAPHY

Executive summary

The Australian Curriculum, Assessment and Reporting Authority (ACARA) released the draft *F–12 Australian Curriculum: Geography* for public consultation between 20 October 2011 and 29 February 2012.

The draft curriculum for F–10 comprised a rationale, aims, content and achievement standards for each year level.

The draft curriculum for senior secondary comprised a rationale, aims, structure and content for each of four units. Achievement standards were not included in the senior secondary consultation draft because, at the time of drafting the curriculum, settlement on the approach to be taken for senior secondary achievement standards was still to be reached.

This report details feedback on the draft *F–12 Australian Curriculum: Geography*. Feedback was gathered from a range of stakeholders within the education community and the general public. The consultation media was as follows:

- an online survey
- submissions from individuals, schools, school authorities, representative bodies and curriculum authorities
- feedback collected from teachers and schools using the draft Australian Curriculum materials.

A total of 246 responses were received across all the consultation media, including feedback collected from 135 teachers and 35 schools which used the draft Australian Curriculum materials during the consultation period.

This report has been informed by:

- detailed external research commissioned by ACARA and conducted by Insync Surveys
- feedback from schools and teachers who intensively engaged with the draft F–12 Geography curriculum during consultation

Overall the findings suggested the following were areas of strength:

- the inquiry-based approach and emphasis on fieldwork
- the rationale and aims
- the underpinning concepts of place, space, environment, sustainability, interconnection, scale and change
- the opportunities to develop integrated learning activities with science and history, particularly across Foundation to Year 6

- the interweaving of aspects about human and physical geography within each topic or unit across Years F–10
- the representation of the General Capabilities.

The findings suggest the following as areas for improvement in the draft F–10 Geography curriculum:

1. In terms of the content, there was a need for:
 - a. greater clarity
 - b. more appropriate pitch and sequence
 - c. less repetition and a reduction in content
 - d. improved representation of the world
 - e. a greater emphasis on social justice, human rights, citizenship and cultural diversity.
2. In terms of the achievement standards, there was a need for greater clarity, more appropriate pitch and better alignment with the content.
3. In terms of the structure of the curriculum, there was a need for a greater emphasis on physical geography, a simplified inquiry process, and an explicit relationship between the strands and between the content and the concepts.
4. In terms of the Cross-curriculum priorities, there was a need for better representation of all three, but particularly of Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia’s engagement with Asia.
5. In terms of other feedback, there was a need for more focus on information and communication technologies (ICT) and spatial technologies, greater clarity around the purpose of units, and the context and scale of study including the links and interrelationships between concepts, year levels and units.

The findings suggest the following as areas for improvement in the draft senior secondary Geography curriculum:

1. In terms of the rationale and aims, there was a need for greater alignment between the aims and the content and a greater focus on developing students’ capacity to contribute to a socially just and sustainable world.
2. In terms of the structure, there was a need for:
 - a. more explicit links and alignment between units and between the unit descriptions, learning outcomes and content descriptions within each unit
 - b. more emphasis on physical geography to redress its imbalanced representation compared with human geography

- c. more appropriate sequencing, as Unit 2 is more cognitively demanding than Unit 3
3. In terms of content, there was a need for the following across all units:
- a. a reduction of content, including the coverage of concepts in each unit
 - b. greater emphasis on geographical skills
 - c. greater emphasis on social sustainability and less on economics and sociology
 - d. more appropriate links within Years 7–10, including the removal of repeated content
 - e. less repetition across senior secondary units.

This consultation report on the draft *F–12 Australian Curriculum: Geography* provides an analysis of the consolidated feedback on the draft and includes:

- the key issues identified from all the consultation feedback for both the draft F–10 (Section 4.1) and the senior secondary (Section 4.2) Geography curriculum
- the key issues identified by state and territory authorities (Section 5)
- ACARA's responses to the major issues, which provide direction for the revision of the *F–12 Australian Curriculum: Geography*. These responses have been developed in consultation with states and territories and the Geography advisory panel.

1. Background

The draft *F–12 Australian Curriculum: Geography* was released for public consultation between 20 October 2011 and 29 February 2012. Feedback was sought in relation to the following areas of the draft F–10 Geography curriculum:

- Rationale
- Aims
- Strands
- Concepts
- Content
- Achievement standards
- Structure
- Diversity of learners
- General capabilities
- Cross-curriculum priorities.

Feedback on the senior secondary curriculum was sought in relation to the following areas:

- Rationale and aims
- Structure
- Content for each unit.

Feedback on these issues was gathered from a range of stakeholders within the education community and the general public and by a range of consultation media including the online survey, written submissions and feedback collected from teachers and schools using the draft Australian Curriculum materials.

1.1 Online survey

All stakeholder groups and members of the public were given the opportunity to complete an online survey in relation to the draft *F–12 Australian Curriculum: Geography*.

The online survey comprised 49 rating scale questions and 20 open-ended questions. The rating scale questions asked respondents to indicate the extent to which they agreed with each of the 50 items, using the following Likert scale:

1. Strongly disagree
2. Disagree
3. Agree

4. Strongly agree.

The online survey is at Appendix 1.

1.2 Written submissions

State and territory authorities (including curriculum authorities)

This group comprised the state and territory curriculum authorities and school authorities (government, independent and Catholic).

Representative bodies

Representative bodies were defined as organisations and associations at a national and a state/territory level, professional associations, universities, industry and community groups. Groups included the Australian Geography Teachers Association, Sustainability Writing Team, the Planning Institute of Australia and many more.

Schools and individuals

Schools and individuals are those who did not identify themselves as representing a particular organisation beyond a specific school or schools. This group includes community members; parents; individuals from schools, faculties, colleges and regional networks, for example, North Sydney Region Head Teacher HSIE; and academics (individuals not speaking on behalf of a university or other organisation).

1.3 Intensive engagement schools

Teachers and schools who intensively engaged with the draft *F–12 Australian Curriculum: Geography* between 20 October 2011 and the end of Term 4, 2011 provided feedback by completing the online survey.

2. Method

The findings of this report have been informed by:

1. The Insync Surveys final consultation report; Insync is an independent research company that was engaged to analyse the curriculum consultation data. This report details the quantitative and qualitative analysis of both online survey responses and written submissions.
2. The intensive engagement school report developed by ACARA staff that analyses feedback from teachers who intensively engaged with the draft *F–12 Australian Curriculum: Geography*. It includes an analysis of:
 - the Australian Curriculum consultation portal and online survey, in which teachers who participated in the consultation activity rated and commented on the draft curriculum at a range of levels – from the whole curriculum through to individual content descriptions.

- an online discussion forum set up specifically for teachers in intensive engagement schools. Teachers were able to share experiences, concerns and resources relating to their deeper engagement with the draft *F–12 Australian Curriculum: Geography*.

3. An analysis by ACARA staff of state and territory authority submissions.

3. Summary of respondent demographics

3.1 Total number of responses

A total of 246 responses were received on the *draft F–12 Australian Curriculum: Geography*. The number of responses received from each stakeholder type is presented in Table 1 below. The tables in Appendix 2 provide details of who contributed, which state they represent and the number of people who contributed.

Table 1: Number of responses by stakeholder type

Stakeholder type	Number of responses
State and territory authorities	14
Representative bodies	30
Schools and individuals	18
Online survey	184
Total	246

3.2 Online survey responses

A total of 184 responses were received from the online survey. Table 2 shows the number of responses from each state/territory.

Table 2: Number of online survey responses by state/territory

State/territory	Number of responses	State or territory	Number of responses
Australian Capital Territory	13	South Australia	14
New South Wales	54	Tasmania	16
Northern Territory	4	Victoria	21
Queensland	36	Western Australia	25

3.3 Intensive engagement schools and teachers

Table 3: Number of intensive engagement responses by state/territory and media type

State/territory	Total no. of surveys	No. of whole school responses	No. of respondents in whole school responses	Total number of respondents
Australian Capital Territory	6	2	14	20
New South Wales	9	3	6	15
Northern Territory	1	0	0	1
Queensland	8	2	11	19
South Australia	3	2	43	46
Tasmania	7	0	0	7
Victoria	1	1	3	4
Western Australia	11	1	12	23
Total	46	11	89	135

3.4 Written submissions from state and territory authorities – curriculum and school authorities

Curriculum authorities from all states and territories were given the opportunity to provide feedback on the draft *F–12 Australian Curriculum: Geography* in the form of a written submission. These varied in depth of coverage, with some curriculum authorities providing general feedback and others providing very specific and detailed commentary.

School authorities from all states and territories were also invited to provide feedback on the draft *F–12 Australian Curriculum: Geography*. Table 4 below summarises the number of submissions received from school and curriculum authorities from each state and territory.

Table 4: Number of written submissions by state/territory and stakeholder/authority type

State/territory	Curriculum authorities	Government school authorities	Catholic school authorities	Independent school authorities	Total
Australian Capital Territory	1	0	0	0	1
New South Wales	1	0	1	0	2
Northern Territory	0	0	0	0	0
Queensland	1	0	2	1	4
South Australia	1	0	0	0	1
Tasmania	1	0	0	0	1
Victoria	1	0	0	0	1
Western Australia	1	1	1	1	4
Total	7	1	4	2	14

3.5 Written submissions from representative bodies

A total of 30 responses were received from representative bodies. These included submissions from government bodies, teacher associations, academic bodies and associations with a special interest. Table 5 shows the origin and number of submissions received from representative bodies.

Table 5: Origin and number of written submissions from representative bodies

Origin	No. of submissions
Australian Capital Territory	0
New South Wales	4
Northern Territory	0
Queensland	3
South Australia	2
Tasmania	2
Victoria	3
Western Australia	2
National	14
Total	30

3.6 Written submissions from schools and individuals

The consultation process also sought written submissions from all interested schools and individuals. A total of 18 submissions were received. Table 6 shows the origin and number of submissions.

Table 6: Origin and number of written submissions from schools and individuals

State/territory	No. of submissions
Australian Capital Territory	0
New South Wales	6
Northern Territory	1
Queensland	1
South Australia	2
Tasmania	0
Victoria	3
Western Australia	2
National	3
Total	18

4. Summary of consultation issues and proposed responses

4.1 Draft F–10 Australian Curriculum: Geography

Area	Issue	Specific matters needing attention	ACARA's response
Content	Content Descriptions	The content descriptions lack clarity.	The content descriptions have been revised so that they no longer read as propositions and they have also been simplified.
		The pitch is too high in F–7.	The content descriptions and by association achievement standards have been revised so that they match the cognitive demand of Phase 1 learning areas and the literacy and numeracy continua.
		There are inconsistencies in progression, for example, Year 7 Unit 2 is more conceptually demanding than Year 8 Unit 2.	Unit 2 in Year 7 has been reconceptualised to focus on the concept of liveability and the more complex concept of urbanisation has been moved to Unit 2 in Year 8. The former Unit 2, Year 8 (personal geographies) has been moved to Unit 2 in Year 9 and reframed to enhance cognitive demand (for example, concept of interconnections through mobility, tourism and major events).
		Poor sequencing of units, for example, between Years 5 and 8 and between Years 7 and 9.	A narrative of the F–10 curriculum was developed to ensure a developmentally appropriate focus for each year level and increasing cognitive demand as the years progress. In Years 7–10 this included a progression of demand in knowledge and understanding across both physical and human geography units.

Area	Issue	Specific matters needing attention	ACARA's response
		The content in Years 7–10 is repetitive, overcrowded and lacks flexibility.	Following an audit of content descriptions and the development of a scope and sequence, the number of content descriptions have been reduced, with many being combined or removed (avoiding both overcrowding and repetition) if they were not considered essential knowledge. Flexibility was not addressed.
		Lack of coherence between year level descriptions and the content descriptions.	The year level descriptions have been rewritten to reflect the revised content descriptions for each year level and now include a rationale for the selection of content and the way that the content enhances student understanding of concepts.
	Essential content	Lack of representation about the world, particularly the Pacific Island nations, South America and Africa.	Following a scope and sequence of continents, regions and countries of study, the content descriptions have been revised to ensure a balanced, relevant and developmentally appropriate coverage of major continents and countries of the world and in particular countries of the Asia region.
		Too much assumed knowledge about the world and it needs to be more explicit about the location of places in the world as essential knowledge.	Knowledge of location, distance and direction has now been included in the knowledge and understanding strand and includes students being taught place knowledge of Australia, the Asia region and the world.
		Absence of social justice, human rights, citizenship and cultural diversity.	The identification of opportunities to focus on social justice, human rights and cultural diversity has been strengthened in both the content descriptions and elaborations, with a strong thread of human rights and social justice being evident in all

Area	Issue	Specific matters needing attention	ACARA's response
			<p>human geography units in Years 7–10.</p> <p>Citizenship, or action, has been added as a content description to the reflecting and responding sub-strand of geographical inquiry and skills.</p>
	Content elaborations	The elaborations are not sufficiently linked or aligned to the content descriptions but they are clearer and more 'geographical' than the content descriptions.	<p>The content descriptions have been reframed so that they are no longer propositions and all elaborations have been audited, with many removed and others rewritten so they:</p> <ul style="list-style-type: none"> • provide further detail, such as teaching points, for teachers who may need this level of support • illustrate and exemplify content descriptions with a diverse range of examples • follow an implicit stem, 'this may involve students'. <p>Where appropriate, the content description has been replaced with a more geographical reworked elaboration.</p>
Achievement standards	Achievement standards	<p>The achievement standards lack clarity.</p> <p>The pitch is too high and progress steeply from one year to the next.</p> <p>The use of language is repetitive.</p> <p>The standards are not well aligned to the content descriptions.</p>	<p>The achievement standards have been rewritten to align with the revised content (understanding and skills) and the cognitive demand of each year level has been checked against those of Phase 1 learning areas to ensure comparability and appropriate pitch.</p>

Area	Issue	Specific matters needing attention	ACARA's response
Structure	Strands	The relationship between the two strands is unclear.	A statement on the relationship between the two strands has been included on the front-end text of the curriculum. The elaborations to all content descriptions have been revised to articulate relationships between the knowledge and understanding and skills for each year level.
		The geographical skills are not sufficiently explicit.	Geographical skills have been included in the inquiry process in several of the sub-strands; knowledge of location, direction and distance has been added to the knowledge and understanding strand.
		There is no representation of progression of skills.	A scope and sequence of inquiry and skills in two-year bands has been developed.
		The inquiry process is too complex and lacks an action approach.	A content description on action or citizenship has been added to the inquiry and skills sub-strand 'reflecting and responding'.
	Concepts	The concept sub-strands in Years F–6 add an additional, complicating layer.	The concept sub-strands used in Years F–6 have been removed.
		It is unclear what underpinning concepts apply to the content descriptions.	The year level descriptions have been rewritten to include an explanation of the relationship between the content for a year level and the underpinning concepts.
	Physical and human	There is an imbalance between physical and human geography, with	Associate Professor Deirdre Dragovich MA, PhD (at the School of Geosciences, University of Sydney) critically reviewed the

Area	Issue	Specific matters needing attention	ACARA's response
	geography	too much emphasis on the latter	physical geography content with the Senior Project Officer and writers and her advice on how to strengthen physical geography was incorporated into the revised draft curriculum. Associate Professor Dragovich was a member of the advisory group in the shaping phase.
Cross-Curriculum Priorities	Aboriginal and Torres Strait Islander histories and cultures	The richness of Aboriginal and Torres Strait Islander histories and cultures is poorly represented in the content descriptions and elaborations.	Feedback is being sought from the Aboriginal and Torres Strait Islander Advisory Group to improve the representation of the Aboriginal and Torres Strait Islander histories and cultures priority in the Geography curriculum. Content descriptions and elaborations will be revised to strengthen the sequence of learning about this priority across Years F–10. This will be done by taking those organising ideas applicable to Geography and providing for their development across F-10.
	Asia and Australia's engagement with Asia	Asia is tokenised in the content descriptions and elaborations.	Feedback on the revised curriculum has been sought from the Asia priority working party and their advice reflected in the validation of achievement standards version of the curriculum. The group strengthened the sequence of organising ideas from Years F–10 in both content descriptions and elaborations.
		Asia is erroneously represented as homogenous.	Content descriptions that focus on the diversity within and between countries of the Asia region have been added where appropriate.

Area	Issue	Specific matters needing attention	ACARA's response
	Sustainability	The content fails to recognise social responsibility and a futures focus and places too much emphasis on environmental and economic sustainability. The futures focus of sustainability is missing.	<p>The interdependent nature of sustainability, including social sustainability, has been added to content descriptions and elaborations where appropriate.</p> <p>Action has been added as a content description to the reflecting and responding inquiry and skills strand.</p>
Other		The purpose of the units is unclear and the links and interrelationships between concepts, year levels and units need explication.	<p>The explanation of concepts has been refined in the front-end text to the curriculum.</p> <p>The unit descriptions have been revised to include a rationale and purpose, including the relationship between content and concepts.</p>
		ICT, spatial technologies and its links to Geography needs a greater focus.	Spatial technologies have been included as content descriptions in the inquiry and skills strand.

4.2 Senior Secondary draft Australian Curriculum: Geography

Area	Issue	Specific matters needing attention	ACARA's response
Overall	Rationale and Aims	A greater focus on developing students' capacity to contribute to a socially just and sustainable world.	Developing students' capacity to contribute to a socially just and sustainable world has been included in both the rationale (paragraph 2) and aims, which now reads: '... ability to evaluate alternative responses to the challenges facing humanity, and propose and justify actions consistent with the principles of ecological sustainability'.
		Lack of alignment between the rationale and aims in Years F–10 and senior secondary.	The rationale and aims have been reviewed and refined to provide a clearer connection to the Years F–10 rationale and the depth of senior secondary study (for example, curiosity has been included in the rationale in paragraph 2).
	Structure	Lack of alignment between units and between the unit descriptions, learning outcomes and content descriptions within each unit.	Unit descriptions, outcomes and content descriptions within each unit have been significantly revised for alignment. The learning outcomes have also been used to inform the development of achievement standards.
		The sequence is inappropriate as Unit 2 is more cognitively demanding than Unit 3.	Units 1 and 3 have been swapped, with the cognitive demand of former Unit 1 (now Unit 3) increased. As a result, the revised Unit 3 is now more cognitively demanding than Unit 2.

Area	Issue	Specific matters needing attention	ACARA's response
		There is an imbalance between human and physical geography	The physical geography units (Units 1 and 3) have been strengthened to include a focus on natural and ecological hazards and the risks they pose for environments (Unit 1) and on human-initiated changes to biophysical cover of the earth's surface, leading to the creation of anthropogenic biomes (Unit 3).
Content	Content - Overall	The unit titles are uninspiring, especially Units 1 and 4.	The titles for Unit 1 and 4 have been renamed: Unit 1: Natural and Ecological Hazards Unit 4: Global Transformations and Local Impacts
		Geographical skills are not sufficiently evident.	The learning outcomes for each unit have been revised to make explicit mention of geographical skills. These have been further explicated in the achievement standards.
		Repetition within senior secondary and between Years 7–10 and senior secondary.	The new Unit 1 has been reviewed and modified to minimise overlap with Year 10 and include a focus on ecological hazards (as opposed to just environmental hazards).
		Insufficient emphasis on social sustainability and a futures focus.	Each human geography unit has been reframed to include social sustainability where appropriate and to emphasise student agency in addressing the challenges

Area	Issue	Specific matters needing attention	ACARA's response
			facing humanity.
Unit specific content	Unit 1	This unit lacks challenge and interest and does not include coastal environments or climate change.	The unit has been moved to Unit 3 and made more interesting and cognitively demanding with the addition of the impact of land cover transformations on climate change and on coastal environments.
		Repeats the learning in Years 7–10.	Swapping Units 1 and 3 has avoided a repeat of content regarding environmental challenges in Year 10 with land cover change in Year 11. The unit has also focused more on the effects of land cover change on coastal environments and climate change to improve the rigour and prevent repetition of content.
		Content is overcrowded and too many interrelated concepts are introduced.	The organisation of the unit has been restructured to reduce the number of content descriptions and case studies. The unit now focuses on in-depth studies of the impact of land cover change and programs to reverse these effects.
		Lacks geographical skills.	The learning outcomes have been revised to include geographical skills, which are also required as part of the depth studies.

Area	Issue	Specific matters needing attention	ACARA's response
	Unit 2	Overcrowded with content.	The organisation of unit has been revised to reduce the number of content descriptions and to remove the comparative study and focus on one depth study on the challenges faced by one Australian place and one on the challenges faced by one megacity in a developing country.
		Needs to include social sustainability.	The content descriptions have been revised to include social sustainability.
		More suited to Year 12 in terms of depth of study and current practice.	Not addressed.
	Unit 3	Overcrowded with content and incoherent.	The number of content descriptions has been reduced and the organisation of the unit redesigned and simplified to include a depth study of one environmental and one ecological hazard.
		Lacks physical geography.	The causes of hazards, their magnitude, duration, spatial distribution, temporal spacing has been included in the content descriptions to strengthen physical geography.
		Too focused on economics and lacks an impact focus.	The environmental, economic and social impacts of hazards and risk management policies, procedures and practices have been included as a content description.

Area	Issue	Specific matters needing attention	ACARA's response
		Repeats content in Years 7–10.	Ecological hazards have been included as a focus of study to avoid repetition.
		Less depth than Unit 2.	The unit has been swapped with Unit 1 to improve sequence and pitch.
	Unit 4	Not geographical enough (too much sociology) and too abstract.	The sociological emphasis of the unit has been replaced with a focus on the process of international integration (and its spatial, economic, social, geopolitical consequences).
		Not cohesive and uses complex language.	The organisation of the unit has been reframed and simplified to include a depth study of one economic and one cultural example of international integration. Its integrating device of international integration has improved the cohesiveness of the unit.

5. Summary of consultation issues by state/territory

5.1 Australian Capital Territory¹

5.1.1 Strengths

High level strength	Specific detail
Strands	<ul style="list-style-type: none"> • clear and recognisable
Concepts	<ul style="list-style-type: none"> • clearly explained
Overall intent	<ul style="list-style-type: none"> • appropriate direction, intent and focus
Descriptions	<ul style="list-style-type: none"> • provided clarity about pitch and depth of content descriptions • provided clarity about the intent of the content descriptions
Elaborations	<ul style="list-style-type: none"> • provided clarity about pitch and depth of content descriptions • provided clarity about the intent of the content descriptions
Senior secondary	<ul style="list-style-type: none"> • strong support for the content of senior secondary units

5.1.2 Issues

High level issue	Specific matters needing attention
Essential content	<ul style="list-style-type: none"> • lack of representation of the world • region should be 'Asia-Pacific'
Achievement Standards	<ul style="list-style-type: none"> • lack of clarity
Physical and human geography	<ul style="list-style-type: none"> • imbalance between physical and human geography content across Years F–10 • greater emphasis on physical/natural processes
Strands	<ul style="list-style-type: none"> • lack of explicitness about the skills • lack of a skills progression table/scoping of skills across the year levels • high pitch
Cross-curriculum priorities	<ul style="list-style-type: none"> • a lot of reference to Aboriginal and Torres Strait Islander Peoples

¹ Submission from the Australian Capital Territory Education and Training Directorate

5.1.3 Issues by stage of schooling

High level issue	Specific matters needing attention
F to Year 6	No specific comment available
Years 7–10	No specific comment available
Senior secondary	<ul style="list-style-type: none"> • lack of skills and fieldwork • Unit 4 needs a different title

5.2 New South Wales²

5.2.1 Strengths

High level strength	Specific detail
Rationale	<ul style="list-style-type: none"> • the subject is clearly explained and captures the intent of the subject, particularly to non-geographers
Aims	<ul style="list-style-type: none"> • address the key aspects of Geography • ‘wonder and curiosity’ is appropriate
Concepts	<ul style="list-style-type: none"> • assist and are appropriate to the teaching of Geography
Overall intent	<ul style="list-style-type: none"> • appropriate direction, intent and focus
Links with other subjects	<ul style="list-style-type: none"> • supported the links to Science • supported the links to Mathematics
Fieldwork	<ul style="list-style-type: none"> • fieldwork is welcomed

5.2.2 Issues

High level issue	Specific matters needing attention
Content	<ul style="list-style-type: none"> • poor sequencing in Years 5–8
Essential content	<ul style="list-style-type: none"> • absence of cultural geography in the content • absence of a focus on civics and citizenship • lack of representation of the world; needs to include areas of the world other than Asia
Achievement Standards	<ul style="list-style-type: none"> • lack of clarity • lack of alignment with skills
Strands	<ul style="list-style-type: none"> • lack of explicitness about the skills • lack of a skills progression table/scoping of skills across the year levels • lacks a focus on the use of technology
Cross-curriculum	<ul style="list-style-type: none"> • hard to access this content due to limited access to local

² Joint submission from Board of Studies NSW and NSW Department of Education and Communities

priorities	<p>Aboriginal and Torres Strait Islander communities</p> <ul style="list-style-type: none"> • lack of focus on sustainable management, needs to be phrased more positively
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5.2.3 Issues by stage of schooling

High level issue	Specific matters needing attention
F–6	<ul style="list-style-type: none"> • sub-strands need to be removed • complex language across Years F–6 • spatial concepts need to be better developed across Years F–3 • need to be more explicit about location of places and the teaching of the world not just Asia
Years 7–10	<ul style="list-style-type: none"> • Overcrowding, particularly in Years 9 and 10 • Lack of flexibility, needs to allow for the local context and provide options for study • need to be more explicit about location of places and the teaching of the world, not just Asia • lack of explicitness and mandated skills • lack of alignment between content and year level descriptions • too much emphasis on human geography • too economics focused • lack of cultural and social geography
Senior secondary	No specific comment available

5.3 Queensland³

5.3.1 Strengths

High level strength	Specific matters needing attention
Rationale	<ul style="list-style-type: none"> • the subject is clearly explained and captures the intent of the subject, particularly to non-geographers
Aims	<ul style="list-style-type: none"> • succinct and appropriate • ‘wonder and curiosity’ is appropriate
Overall intent	<ul style="list-style-type: none"> • appropriate direction, intent and focus
Flexibility and scope to teach the world	<ul style="list-style-type: none"> • potential to be very comprehensive in the teaching of the world
Sustainability	<ul style="list-style-type: none"> • good emphasis but needs to be continued across the curriculum

³ Joint submission from the Queensland Studies Authority, Education Queensland, the Queensland Catholic Education Commission and Independent Schools Queensland

Skills	<ul style="list-style-type: none"> two-year bands allows for consolidation of skills to occur
Fieldwork and inquiry	<ul style="list-style-type: none"> fieldwork and inquiry is supported many opportunities for fieldwork to be used in the topics/units clear expectation about the use of spatial technologies focus on reflection is supported
Big ideas	<ul style="list-style-type: none"> big ideas in Years F–6 provide a clear framework

5.3.2 Issues

High level issue	Specific matters needing attention
Content	<ul style="list-style-type: none"> inconsistencies in progression lack of narrative and alignment lack of alignment can be discerned in some content descriptions and elaborations in relation to the Geographical Knowledge and Understanding and Geographical Inquiry and Skills strands. the content elaborations are mixtures of skills and descriptions of content, which is confusing and inconsistent
Essential content	<ul style="list-style-type: none"> lack of representation of the world; a better balance of contexts is needed lack of a clear plan about how to teach the world, our region and Australia absence of citizenship absence of 'social justice' and 'just' in the rationale, aims and as a focus for study
Achievement Standards	<ul style="list-style-type: none"> lack of clarity lack of connection to inquiry and skills lack of connection to content
Physical and human geography	<ul style="list-style-type: none"> imbalance between physical and human geography content across Years F–10
Strands	<ul style="list-style-type: none"> lack of key inquiry questions such as in History
Structure	<ul style="list-style-type: none"> the multiple concepts dilute and confuse the structuring of Geography the three 'big' concepts should remain but environments should be replaced with systems.
Cross-curriculum priorities	<ul style="list-style-type: none"> culturally appropriate ways of understanding and teaching the Aboriginal and Torres Strait Islander histories and cultures priority needs to be identified The Aboriginal and Torres Strait Islander histories and cultures priority needs greater recognition in the Landscapes unit be clear about the meaning of sustainability as a concept and as a cross-curriculum priority – potential for confusion

5.3.3 Issues by stage of schooling

High level issue	Specific matters needing attention
F–6	<ul style="list-style-type: none"> • high pitch • lack of balance in the content for each year level • complex language across Years F–6 • imbalance between the emphasis on content and skills • lack of clarity with content descriptions across Years F–6 • the use of three of the seven listed concepts for geographical understanding to organise the F–6 curriculum content is a confusing structure and indicates a lack of alignment between the rationale, aims, curriculum content and achievement standards
Years 7–10	<ul style="list-style-type: none"> • repetition of content within secondary and in to senior secondary • lack of clarity with content descriptions • lack of alignment between content and year level descriptions • lack of balance in content of year levels and units • lack of balance between physical and human geography • too economics focused, particularly Year 9
Senior secondary	<ul style="list-style-type: none"> • lacks a consistent structure • requires substantial development and broader consultation • repetitive • Unit 1 needs more cognitive demand and is not well formed. Too repetitive of secondary years • Unit 2 is too economic and environmental sustainability focused, needs to include social sustainability • Unit 3 is too repetitive of secondary years and too economics focused • Unit 4 is too abstract and not geographical enough (too much sociology)

5.4 South Australia⁴

5.4.1 Strengths

High level strength	Specific detail
Rationale	<ul style="list-style-type: none"> the subject is clearly explained and captures the intent of the subject
Concepts	<ul style="list-style-type: none"> appropriate
Links with other subjects/opportunities for integrated learning	<ul style="list-style-type: none"> supported the links to Science but they need to be more prominent supported the links to History but they need to be more prominent
Fieldwork	<ul style="list-style-type: none"> fieldwork is supported and needs to be more prominent
Big ideas F–6	<ul style="list-style-type: none"> strong support but they need further work

5.4.2 Issues

High level issue	Specific matters needing attention
Content	<ul style="list-style-type: none"> inconsistencies in progression and sequence
Essential content	<ul style="list-style-type: none"> absence of citizenship and cultural diversity in the content absence of social justice and human rights content lack of representation of citizenship in the Aims lack of representation of the world lack of representation of the Pacific, South America and Africa
Achievement Standards	<ul style="list-style-type: none"> lack of clarity lack of progression too repetitive
Human and physical geography	<ul style="list-style-type: none"> imbalance between physical and human geography content across Years F–10 greater connection between physical and human geography is required
Strands	<ul style="list-style-type: none"> lack of explicitness about the skills lack of a skills progression table/scoping of skills across the year levels lack of clarity with the inquiry process lack of rich key inquiry questions such as in History lacks a focus on the use of technology
Cross-curriculum priorities	<ul style="list-style-type: none"> the Aboriginal and Torres Strait Islander histories and cultures priority lacks coherency across the curriculum tokenistic representation of Asia in the content descriptions and elaborations

⁴ Submission from the Department for Education and Child Development, South Australia

5.4.3 Issues by stage of schooling

High level issue	Specific matters needing attention
Years F-6	<ul style="list-style-type: none"> big ideas need more work to frame the structure/intent of the year level placing climate and weather in the primary years is problematic
Years 7–10	<ul style="list-style-type: none"> lack of emphasis on sustainability, fieldwork and teaching of the world too much emphasis on human geography
Senior secondary	No specific comment available

5.5 Tasmania⁵

5.5.1 Strengths

High level issue	Specific detail
Rationale	<ul style="list-style-type: none"> the subject is clearly explained and captures the intent of the subject, particularly to non-geographers the focus on pedagogies of inquiry.
Overall	<ul style="list-style-type: none"> opportunities for creativity and innovation are evident current local and global issues can be explored in a variety of ways. teachers can teach in flexible ways.
Achievement standards	<ul style="list-style-type: none"> the broadness of the standards, i.e. that they are not content-specific and allow for site-specific investigations
General capabilities	<ul style="list-style-type: none"> evident throughout the document and is made clear to teachers
Cross-curriculum priorities	<ul style="list-style-type: none"> the curriculum is open enough to provide many opportunities to explore these priorities from Years F–12
Big ideas	<ul style="list-style-type: none"> the focus on big ideas – these are helpful for teachers and students in understanding where the focus lies

5.5.2 Issues

High level strength	Specific matters needing attention
Content	<ul style="list-style-type: none"> strongly recommend a glossary to assist non-geography/primary teachers who will be required to teach this curriculum. The geographical interpretation of common language words, for example, space and place, has the potential to confuse, as the language has different meanings in other learning areas
Structure	<ul style="list-style-type: none"> a suggestion may be to add key focus questions for inquiry, as in the history curriculum

⁵ Submission from the Department of Education, Tasmania

Links to other subjects	<ul style="list-style-type: none"> ensure consistency and links between this curriculum and the curriculum of other learning areas
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5.6 Victoria⁶

5.6.1 Strengths

High level strength	Specific detail
Concepts	<ul style="list-style-type: none"> appropriate
Year 7 Units 1 & 2	<ul style="list-style-type: none"> essential learning is identified, going some way to laying the foundation for study of global issues in later years
Year 10	<ul style="list-style-type: none"> essential learning and appropriately challenging
Links with other subjects/opportunities for integrated learning	<ul style="list-style-type: none"> supported the opportunities for integrated learning with other subjects, for example, History
Elaborations	<ul style="list-style-type: none"> provided specificity about the content descriptions
Big ideas across F–6	<ul style="list-style-type: none"> strong support for the big ideas

5.6.2 Issues

High level issue	Specific matters needing attention
Content	<ul style="list-style-type: none"> lack of geographical specificity across Years F–10
Essential content	<ul style="list-style-type: none"> over-emphasis on economics and need for identifying distinctive geography learning, including basic knowledge of the world
Achievement Standards	<ul style="list-style-type: none"> lack of clarity
Human and physical geography	<ul style="list-style-type: none"> imbalance between physical and human geography content across Years F–10 greater emphasis on physical/natural processes
Strands	<ul style="list-style-type: none"> lack of explicitness about the skills lack of a skills progression table/scoping of skills across the year levels lack of skills in content descriptions lack of key inquiry questions such as in History inquiry process is too generic misrepresentation of fieldwork as a skill; skills are learned through fieldwork

⁶ Joint submission from the Victorian Curriculum and Assessment Authority, Department of Education and Early Childhood Development, Catholic Education Commission Victoria and Independent Schools Victoria

Cross-curriculum priorities	<ul style="list-style-type: none"> • tokenistic representation of Asia in the content descriptions and elaborations • lack of representation of the world • lacks specific reference to Asia-Pacific • tokenistic representation of Aboriginal and Torres Strait Islander histories and cultures in the content descriptions and elaborations
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5.6.3 Issues by stage of schooling

High level issue	Specific matters needing attention
F–6	<ul style="list-style-type: none"> • sub-strands need to be removed • lack of clarity with content descriptions across Years F–6 • lack of explicitness about skills across Years F–6 • lack of conceptual progression • big ideas need more work to frame the structure/intent of the year level • too much assumed knowledge about the world; need to be more explicit about location of places and the teaching of the world across Years 3–10
Years 7–10	<ul style="list-style-type: none"> • lack of clarity with content descriptions • lack of explicitness and mandated skills • too much emphasis on human geography, for example, Year 9 • too economics focused, particularly Year 9 • poor sequencing of the Units in 7–10 • need for at least one bushfire content descriptor in 7–10.
Senior secondary	<ul style="list-style-type: none"> • sequencing and links between units • imbalance of physical and human geography • lack of skills • Unit 1 lacks coastal environments • Unit 2 has no impacts of climate change • Unit 3 does not have enough physical geography and the role/impact of climate change is missing. • Unit 4 is not geographical enough (too much sociology) and should be replaced with a population study

5.7 Western Australia⁷

5.7.1 Strengths

High level strength	Specific detail
Rationale	<ul style="list-style-type: none"> • the subject is clearly explained and captures the intent of the subject, particularly to non-geographers
Aims	<ul style="list-style-type: none"> • succinct and appropriate • ‘wonder and curiosity’ is appropriate

⁷ Joint submission from the Western Australia School Curriculum and Standards Authority, Department of Education, Catholic Education Office of Western Australia, Association of Independent Schools of Western Australia

Concepts	<ul style="list-style-type: none"> • liked and appropriate
Overall intent	<ul style="list-style-type: none"> • appropriate direction, intent and focus
Links with other subjects/opportunities for integrated learning	<ul style="list-style-type: none"> • supported the links to Science • supported the links to History
Skills developed across two-year bands of schooling	<ul style="list-style-type: none"> • two-year bands allows for consolidation of skills to occur
Elaborations	<ul style="list-style-type: none"> • provided clarity about pitch and depth of content descriptions • provided clarity about the intent of the content descriptions
Fieldwork	<ul style="list-style-type: none"> • fieldwork is supported but the inclusion/role of 'virtual fieldwork' needs greater clarity
Sub-strands across F–6	<ul style="list-style-type: none"> • content descriptions written under a concept (place, space or environment) was helpful to non-geographers
Big ideas across F–6	<ul style="list-style-type: none"> • strong support for the big ideas

5.7.2 Issues

High level issue	Specific matters needing attention
Content	<ul style="list-style-type: none"> • high pitch, for example, Years F–6 • inconsistencies in progression and sequence of units • overcrowding • lack of narrative and alignment
Essential content	<ul style="list-style-type: none"> • absence of citizenship and cultural diversity in the content • lack of representation of the world
Achievement Standards	<ul style="list-style-type: none"> • lack of clarity
Human and physical geography	<ul style="list-style-type: none"> • imbalance between physical and human geography content across Years F–10 • greater emphasis on physical/natural processes
Strands	<ul style="list-style-type: none"> • lack of explicitness about the skills • lack of a skills progression table/scoping of skills across the year levels • lack of skills in content descriptions • lack of key inquiry questions such as in History
Cross-curriculum priorities	<ul style="list-style-type: none"> • culturally appropriate ways to teach the priority of Aboriginal and Torres Strait Islander histories and cultures need to be identified in the elaborations or in a support document • tokenistic representation of Asia in the content descriptions and elaborations

- lack of focus on sustainability

5.7.3 Issues by stage of schooling

High level issue	Specific matters needing attention
F–6	<ul style="list-style-type: none"> • overcrowding • high pitch, for example, Year 4 and across the inquiry and skills strand • conceptual gaps, for example, between Years 3 and 4 • complex language across Years F–6 • imbalance between the emphasis on content and skills, for example, Year 6 • lack of clarity with content descriptions across Years F–6 • lack of explicitness about skills across Years F–6 • lack of alignment between content and year level descriptions • lack of narrative • big ideas need more work to frame the structure/intent of the year level • too much assumed knowledge about the world, need to be more explicit about location of places and the teaching of the world across Years F–5
Years 7–10	<ul style="list-style-type: none"> • overcrowding, particularly in Year 7 • lack of flexibility, needs to allow for the local context and provide options for study in Years 9–10 • lack of curiosity and wonder in the content descriptions • high pitch, for example, Year 7 Unit 2, Year 8 Unit 2, Year 9 • lack of narrative • lack of clarity with content descriptions • lack of explicitness and mandated skills • lack of alignment between content and year level descriptions • lack of narrative • too much emphasis on human geography, for example, Year 7 Unit 1, Year 8 Unit 1 • too economics focused, particularly Year 9 Unit 2 and Year 8
Senior secondary	<ul style="list-style-type: none"> • overcrowding • sequencing and links between units • lack of congruence between unit description and content descriptions • uninspiring titles • reliant on prior learning • imbalance of physical and human geography • lack of skills • Unit 1 lacks challenge and interest • Unit 2 has too much content • Unit 3 is not coherent and has too much content • Unit 4 is not geographical enough (too much sociology) and is not cohesive

Appendix 1: Online survey

CONTENT DESCRIPTIONS

The draft content descriptions:

	Strongly disagree	Disagree	Agree	Strongly agree
1. are clear and unambiguous, i.e. explaining in understandable language what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. are coherent, i.e. clearly articulated across strands and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. are sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. are pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. cover the important content for this learning area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. encourage the pursuit of in-depth teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please identify any content that you believe should be included in the draft curriculum that is not currently, and give reasons for your selection:

8. Please identify any content that you believe should not be included in the draft curriculum that is currently included, and give reasons for your selection:

9. Comments (please indicate specific strengths and/or areas for improvement with particular reference to specific year levels):

CONTENT ELABORATIONS

The draft content elaborations:

	Strongly disagree	Disagree	Agree	Strongly agree
10. illustrate the content descriptions effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. are clear and unambiguous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. are relevant and appropriate illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Comments (please indicate specific strengths and/or areas for improvement with particular reference to specific year levels)

ACHIEVEMENT STANDARDS

The draft achievement standards are:

	Strongly disagree	Disagree	Agree	Strongly agree
14. clear and unambiguous, i.e. explaining in understandable language what students are expected to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. coherent, i.e. clearly articulate across year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. sequenced appropriately, i.e. in an order consistent with your experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. pitched appropriately, i.e. realistic yet sufficiently challenging for students at each year level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Comments (please indicate specific strengths and/or areas for improvement with particular reference to specific year levels)				

STRUCTURE OF THE CURRICULUM (F-10)

Rationale

	Strongly disagree	Disagree	Agree	Strongly agree
19. The Rationale for the learning area provides a clear foundation and direction for the draft <i>F-12 Australian Curriculum: Geography</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Comments

Aims

21. The Aims of the learning area clearly state the intent of the draft <i>F-12 Australian Curriculum: Geography</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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22. Comments

Strands

23. The nature of the two strands and their relationship is clearly recognisable in the <i>draft F-12 Australian Curriculum: Geography</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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24. Comments

Geographical concepts

25. The seven geographical concepts (place, space, environment, interconnection, sustainability, scale and change) that underpin the draft <i>F-12 Australian Curriculum: Geography</i> are clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26. The seven geographical concepts are evident and effectively represented in the curriculum sequence of the draft <i>F-12 Australian Curriculum: Geography</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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27. Comments

Environmental and Human Geography

28. The draft <i>F-12 Australian Curriculum: Geography</i> has a reasonable balance between environmental and human geography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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29. Comments

STRUCTURE OF THE CURRICULUM (SENIOR SECONDARY)

Rationale and Aims

	Strongly disagree	Disagree	Agree	Strongly agree
30. The rationale provides clarity about the subject's broad scope, distinctive nature and importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. The key concepts that inform the subject are clear from the rationale and unit descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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32. The aims clearly articulate the intention of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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33. Comments

Structure

34. The unit structure is clear and the units work well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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35. Units 3 and 4 are more cognitively challenging than Units 1 and 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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36. The statements of expected learning across the units (<i>i.e. by the end of the unit, students....</i>) are comprehensive in their coverage of the essential learning for that subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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37. Comments

Unit 1

38. The learning outcomes articulate the essential learning for that subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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39. The unit contains an appropriate amount of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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40. The content descriptions are clear about what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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41. Comments

Unit 2

42. The learning outcomes articulate the essential learning for that subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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43. The unit contains an appropriate amount of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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44. The content descriptions are clear about what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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45. Comments

Unit 3

46. The learning outcomes articulate the essential learning for that subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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47. The unit contains an appropriate amount of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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48. The content descriptions are clear about what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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49. Comments

Unit 4

50. The learning outcomes articulate the essential learning for that subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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51. The unit contains an appropriate amount of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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52. The content descriptions are clear about what is to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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53. Comments

DRAFT F-12 AUSTRALIAN CURRICULUM

54. Takes into account available evidence about the nature of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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55. Takes into account the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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56. Enables teachers to cater for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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57. Comments

GENERAL CAPABILITIES

The following general capabilities are clearly evident in the content descriptions:

	Strongly disagree	Disagree	Agree	Strongly agree
58. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Information and communication technology capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Ethical behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65. Please provide any further comments and advice on the incorporation of general capabilities in the draft *F-12 Australian Curriculum: Geography*

CROSS-CURRICULUM PRIORITIES

The following cross-curriculum priorities are clearly represented in the content descriptions:

66. Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

69. Please provide any further comments you would like to make on the representation of the cross-curriculum priorities in the draft *F-12 Australian Curriculum: Geography*

FINAL COMMENTS

Please provide any further comments you have on the draft *F-12 Australian Curriculum: Geography*.

Appendix 2: Breakdown of the number of contributors for written submissions

List of written submissions from curriculum authorities

Curriculum authority	State/territory	Number of contributors
Australian Capital Territory Education and Training Directorate	Australian Capital Territory	4
Government of Western Australia Curriculum and Standards Authority	Western Australia	99
Board of Studies, NSW	New South Wales	N/A
Queensland Studies Authority	Queensland	1400 EQ schools, 290 Catholic schools and 188 independent schools
South Australian Department of Education and Child Development	South Australia	N/A
Tasmanian Department of Education Directorate	Tasmania	5
Victorian Curriculum and Assessment Authority	Victoria	292 + 115 school, universities, other organisations

List of written submissions from school authorities (government, independent and Catholic)

School authority	State	Number of contributors
Western Australia Department of Education	Western Australia	N/A
Association of Independent Schools of Western Australia	Western Australia	41
Brisbane Catholic Education	Queensland	18
Catholic Education Office of Western Australia	Western Australia	N/A
Catholic Education Office, Diocese of Wollongong	New South Wales	5
Independent Schools Queensland	Queensland	N/A
Queensland Catholic Education Commission	Queensland	N/A

List of written submissions from representative bodies

Representative body	Origin	No. of contributors
Aboriginal and Torres Strait Islander advisory panel	National	10
Asia Education Foundation	National	8
Asian Studies Association of Australia (ASAA)	National	N/A
Attorney-General's Department – Australian Emergency Management Institute	National	N/A
Attorney-General's Department (Human Rights Policy Branch)	National	3
Australian Association for Environmental Education	National	13
Australian Council for International Development	National	N/A
Australian Geography Teachers Association	National	N/A
Australian Human Rights Commission	National	N/A
Australian Primary Principals Association	National	7
Australian Securities and Investments Commission	National	2
Department of Environment and Conservation	Western Australia	N/A
Equity and Diversity Advisory Group	National	19
Executive Council of Australian Jewry	National	N/A
Geographical Society of New South Wales	New South Wales	4
Geography Teachers' Association of South Australia	South Australia	N/A
Geography Teachers' Association of Queensland	Queensland	70
Geography Association Western Australia	Western Australia	30
Geography Teachers' Association of Victoria	Victoria	3
New South Wales Farmers' Association	New South Wales	N/A
Planning Institute of Australia	New South Wales	6
Royal Geographical Society of Queensland Inc.	Queensland	N/A
Royal Geographical Society of South Australia	South Australia	N/A

Inc.		
Studies of Society and Environment Association of Queensland (SOSEAQ)	Queensland	3
SurfAid International	New South Wales	N/A
Sustainability Writing Team	National	8
Tasmanian Geography Teachers Association	Tasmania	22
Together for Humanity Foundation	Victoria	74
UN Youth Tasmania	Tasmania	7
Victorian Association for Environmental Education	Victoria	5