

Final Report – Humanities and Social Sciences



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1. Executive Summary

1.1 Background

On 12 June 2020, Australia's education ministers tasked the Australian Curriculum, Assessment and Reporting Authority (ACARA) to undertake a review of the Australian Curriculum from Foundation to Year 10 (the Review) to ensure it is still meeting the needs of students and providing clear guidance on what teachers need to teach. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The Review looks over the existing 3 dimensions of the Australian Curriculum: the learning areas, general capabilities and cross-curriculum priorities. To improve the Foundation to Year 10 (F-10) Australian Curriculum, ACARA's broad aims are to refine, realign and declutter the content of the curriculum within its existing structure.

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. The consultations were open from 29 April to 8 July 2021. ACARA has contracted the Institute for Social Science Research (ISSR) at The University of Queensland to undertake an independent analysis of the data collected during the consultations and to prepare consultation reports to assist ACARA in completing the revisions. This report presents the key findings from the analysis of the consultation feedback for the proposed revisions to the F-10 Australian Curriculum: Humanities and Social Sciences (HASS).

1.2 Consultation features and caveats

There were 3 channels in which feedback from consultations was received:

1. an online survey on the ACARA website where respondents completed both closed-ended and open-ended questions on the proposed revisions to the introductory sections (the rationale, aims, organisational structure, key connections and key considerations), curriculum content (year level descriptions, achievement standards, content descriptions and content elaborations), overall feedback (the terms of reference for the Review), as well as demographics and organisational details (Appendix A);
2. open submission process, which involved providing written feedback by email to ACARA;
3. written feedback from the state and territory education authorities and national non-government sectors provided in response to invitations accompanied by guidelines that reflected the online survey structure.

The character of the consultation was public, and it was anonymous for participating individuals. This allowed participation of individuals and groups with varying understandings of the Australian Curriculum, the proposed revisions, and the terms of reference (TOR) of the Review. The consultations did not impose protocols to confirm the identity of participants or that participants submitted their feedback only once. This enabled individuals and organisations to potentially provide multiple responses and using multiple channels. Submissions received included instances of template emails (multiple emails with identical wording) and petition-style emails (emails with multiple signatures) indicating some mobilisation of stakeholder networks. The 3 different channels of capturing feedback were also associated with methodological differences (see Section 3.4.1).

Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

1.3 Methodology

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. Data from quantitative questions were cleaned and checked for consistency and processed using statistical software.

ISSR developed a code frame (Appendix C) that defined the themes and subthemes that emerged from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. This code frame was used to analyse and report the feedback provided via open-ended survey questions, open email submissions, and jurisdictional submissions.

Stakeholder perceptions are reported for each of the 3 channels without applying weights and without identifying more or less authoritative voices among participating stakeholders within each consultation channel.

1.4 Stakeholder response

The survey across the 5 HASS subjects was completed 700 times. The number of completions was not evenly distributed across the 5 subjects: it was much lower for Civics and Citizenship (n=60), Economics and Business (n=54) and Geography (n=59) than for HASS F-6 (n=293) and History (n=234).

There were some marked differences in the stakeholder characteristics between survey respondents who participated for the different HASS subjects. While teachers were the dominant type of stakeholder who participated across all 5 surveys they were particularly prevalent among Economics and Business respondents (56%) and less so among Civics and Citizenship respondents (32%).

Queensland respondents over-represented their state (based on its population share) across all 5 subjects. However, this was particularly the case in the HASS F-6 (71%) and Economics and Business (81%) surveys compared to the other 3 surveys for which respondents from Queensland constituted between 35% and 49% of the sample. There were also some differences in the extent to which respondents were linked to school sectors and locations between the different surveys as is indicated by the different proportions for Government schools and schools in metropolitan areas.

There were 11,894 email submissions received for the learning area HASS. The majority of those emails (11,709) were template emails – emails with identical or largely identical wording. Of these submissions, there were 11,458 received from myvoice@oneclickpolitics.com, which were based on 4 template emails. A further 251 submissions also appeared to be based on templates although sent from different email addresses. Another 3 emails came with altogether 302 signatures. The content of all these submissions centred around the Judeo-Christian heritage and the role of Western civilisation in the curriculum.

Of the remaining 182 standard email submissions the majority commented on History (112), followed by general comments about HASS overall (49). Standard email submissions were provided by associations or bodies (41), academics or experts (25), teachers (20), parents (11), community members (29) and 1 student.

Nine of the 10 invited jurisdictions and national sector peak bodies submitted feedback on the revised Australian Curriculum. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions to the Review via working groups, individual submissions, regular meetings and trial schools. Jurisdictions and national sector peak bodies used a variety of methods to generate feedback from their stakeholders, but specific details around these methods was not always provided.

1.5 Key findings

1.5.1 HASS F-6

Survey

The survey for the HASS F-6 curriculum was completed 293 times. About 71% of respondents were from Queensland and 50% were teachers. Among participating teachers, school leaders, parents, students and schools (253 of the 293 respondents), a majority were linked to Government schools (n=196) and schools in metropolitan areas (n=139).

The survey posed 22 statements that sought agreement ratings from respondents¹. The level of agreement was highest for some of the proposed attributes of introductory elements of the curriculum (rationale, aims, strands/sub strands and core concepts), but also year level descriptions (between 66% and 70%). Statements on key connections, achievement standards and content descriptions attracted lesser agreement (between 51% and 65%). Least agreement was reserved for the statements on attributes of the content elaborations, the 5 propositions that suggested the Review had achieved its objectives and the statement that the amount of content can be covered each year (between 22% and 47%).

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the HASS F-6 curriculum could lie in:

- the manageability of curriculum content (72% disagreement);
- the content descriptions making it clear to teachers what should be taught (46% disagreement);
- all proposed attributes of the achievement standards (between 41% and 47% of disagreement); and
- the usefulness of content elaborations for teachers (45% and 52% disagreement with the 2 statements).

The predominant themes from the open-ended responses captured in the survey were around improving the perceived imbalance between Indigenous and non-Indigenous content and perspectives, the clarity of elements of the curriculum and concerns about implementation issues (appropriate pedagogies, assessment and support/resourcing).

There was also acknowledgement that the curriculum had been improved, sometimes expressed with specific reference to the added emphasis on First Nations Peoples perspectives in the HASS curriculum.

The overall survey results for HASS F-6 were dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 81% of all respondents and by respondents from Queensland (who constitute 71% of all respondents).

Email submissions

There were 49 email submissions that had an overarching HASS scope that was not always constrained to F-6 curriculum.

Some of the respondents, mostly sole respondents, raised concerns about the balance of content, in particular requesting a greater inclusion of content around the role of Christianity in Australia, while most, acknowledged the importance of including the impact of First Nations Australians. These comments were predominant when discussing History, but also in Civics and HASS generally.

Jurisdictional Feedback

Most of the commentary from jurisdictions was related to the introductory elements. Generally, the rationale and aims were seen as improved, while the strands, substrands and core concepts tend to be regarded as

¹ These questions had been set up as compulsory in Survey Monkey and included 5 options: Strongly agree, Agree, Disagree, Strongly disagree and Don't know. Percentages of respondents who agreed or strongly agreed are based on all respondents including those that selected the Don't know option.

needing further improvement. Mixed feedback was provided on the key connections, with four jurisdictions noting that these had improved in some manner, while also offering suggestions for further improvement.

Mixed feedback was also provided in relation to clarity, the 2nd most prominent theme. Some jurisdictions noted improvements, others suggested more refinement of language was needed across various curriculum elements. In terms of improved content, the inclusion of First nations perspectives was welcomed and valued although some improvements were suggested, particularly in relation to implementation. These suggestions tended to focus on the need for professional learning and guidance on appropriate cultural protocols. The reduction in content was noted to some extent by most jurisdictions, yet further decluttering was largely recommended.

1.5.2 Civics and Citizenship

Survey

The survey for Civics and Citizenship was completed 60 times. Respondents who identified as teachers (32%), who were based in Queensland (35%) and who were linked to schools in metropolitan areas (30% of all respondents²) were the largest respondent groups that influence the overall survey results for Civics and Citizenship.

There was a high level of agreement expressed towards the statements on the rationale, the aims, the year level descriptions and the statement that the introductory sections provide important information. Levels of agreements (combining strongly agree and agree responses) for these statements ranged from 70% to 73%.

Levels of agreement were lower (between 62% and 68%) for propositions involving aspects of content descriptions, achievement standards and organisational structure (strands/sub-strands and core concepts). Still less favourable were perceptions on aspects of the key connections, the proposition that the content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities, 4 of 5 statements that ask whether the Review had achieved its objectives and the suggestion that the amount of content can be managed each year (between 45% and 57% agreement). Respondents were least likely to approve of the statement that the curriculum content had been refined, realigned and decluttered (37% agreement vs 58% disagreement).

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the HASS F-6 curriculum could lie in:

- The manageability of the amount of content (43% disagreement);
- The key connections sections identifying the most relevant cross-curriculum priorities (42% disagreement) and key opportunities to connect with other learning areas (42% disagreement); and
- The content elaborations supporting teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (45% disagreement).

Some of the open-ended feedback captured in the survey reflects the perceived content overload with some respondents suggesting the removal of content in generic or more specific ways. However, there was even more interest in adding new content to the curriculum with that interest expressed in heterogeneous ways.

Comments under this theme expressed or addressed variously perceived gaps in the current curriculum, such as not covering the special aspects of Australia's electoral system, having removed too much content related to Christianity and western heritage, or more broadly ignoring other cultures' (e.g. South East Asian) contributions to Australian society, exploring fundamental questions about life and identity, developing ageing and dying literacy, adding excursions for authentic learning, wanting to see elaborations that outline how state-specific histories with national significance can be included in Civic and Citizenship perspectives.

There was also acknowledgement that the revisions had improved the curriculum.

² Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

Due to the small number of respondents, reported proportions for Civics and Citizenship are volatile to small differences in responses.

Email submissions

There were 16 standard email submissions that responded to the revised curriculum in Civics and Citizenship. The theme of balancing western and First Nations Australians content was prevalent among those submissions. Some respondents saw room for improvement around sequencing, as well as closer alignment to the Alice Springs (Mparntwe) Declaration.

Jurisdictional Feedback

Only a few jurisdictions offered specific feedback in relation to Civics and Citizenship, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback.

As with HASS generally, the introductory elements of Civics and Citizenship were mostly regarded as improved, yet manageability remained a prominent theme. Apart from Victoria, feedback indicated a sense that the revised curriculum needed further decluttering to become more manageable. There was mixed feedback in terms of clarity, with some noting improvements to readability, specificity and conciseness while others encouraged further refinements.

1.5.3 Economics and Business

Survey

The Economics and Business survey was completed 54 times. Respondents who identified as teachers (56%) and who were based in Queensland (81%) were particularly prevalent among respondents. Participating teachers, school leaders, parents and schools (45 of the 54 respondents) were most commonly linked to Government schools (n=19) and schools in metropolitan areas (n=23). These were the largest respondent groups that influence the overall survey results for Economics and Business.

The level of agreement was highest for the propositions on the rationale (87%), aims (83%) and that the introductory sections provide important information (78%).

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the Economics and Business curriculum could lie in:

- The manageability of the amount of content (63% disagreement);
- The content descriptions making it clear what should be taught (52% disagreement);
- The strands/sub-strands and key concepts being clear about what is important in the subject (43% disagreement);
- The key connections sections identifying the most relevant cross-curriculum priorities (41% disagreement); and
- The content elaborations providing useful illustrations and suggestions on how to plan and teach content (41% disagreement).

Open-ended feedback captured in the survey focused on adding and/or removing content, for example, in the context of adjusting a perceived imbalance between Economics and Business content or to reduce perceived overlap/duplication of content; and on commenting positively on the revised curriculum.

Overall survey results are dominated by respondents who self-identified as school professional staff (teachers, school leaders and schools constitute 80% of all respondents) and by respondents from Queensland (who constitute 81% of all respondents). Due to the small number of respondents, reported proportions for Economics and Business are volatile to small differences in responses.

Email submissions

Only a small number of email submissions (3) spoke about Economics and Business specifically. These respondents provided a number of examples for improvements. There were expressed concerns about the workload and manageability. A couple mentioned the importance of continuity, and clear language between strands, elaborations and content descriptions in order to give enough direction to teachers about what to teach. It was suggested that the term 'Business' needed to be more explicit in the core concepts; and a couple welcomed the addition of superannuation and tax to the curriculum.

Jurisdictional feedback

Only a few jurisdictions offered specific feedback in relation to Economics and Business, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback. Key discussion points were around the introductory elements, manageability and content that had been improved. The feedback regarding the introductory elements was somewhat mixed, while there was more consensus that further decluttering was needed to be manageable. In terms of improved content, several aspects were welcomed, such as the inclusion of First Nations perspectives, specific content around financial literacy and taxation.

1.5.4 Geography

Survey

The Geography survey was completed 59 times. Respondents who identified as teachers (44%), those who were based in Queensland (49%), those who were linked to Government schools (34%³) and those linked to schools in metropolitan areas (37%⁴) were the largest respondent groups that influence the overall survey results for Geography.

The level of agreement was highest for some elements in the introductory sections of the curriculum (aims, rationale and key connections), and the year-level descriptions. The associated statements attracted between 73% and 86% of agreement.

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the Geography curriculum could lie in:

- The manageability of the amount of content (59% disagreement);
- The content descriptions making it clear what should be taught (49% disagreement); and
- The learning in the achievement standards aligning with the essential content that should be taught (49% disagreement).

Open-ended comments captured during the survey most often related to perceived opportunities to improve the curriculum content via additions, removals, and changed wording of descriptions, but also expressed approval for aspects of the revised curriculum. This included views that more emphasis should be placed on the application of content knowledge in real world scenarios including the use of geospatial technologies and fieldwork studies.

Overall survey results for Geography are dominated by respondents who self-identified as school professional staff (teachers, school leaders and schools constitute 75% of all respondents). Overall results are further shaped by respondents from Queensland (who constitute 49% of all respondents). Due to the small number of respondents, reported proportions for Geography are volatile to small differences in responses.

³ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

⁴ As above.

Email submissions

There were 16 standard email submissions that responded to the revised curriculum in Geography. The submissions reflected the open-ended feedback from the survey and expressed concern that the focus on fieldwork had been lessened in the curriculum.

There were general concerns about the wording and structure of the learning objectives. Some had concerns about imprecise and inaccurate language being used in the content descriptions, allowing for inexperienced teachers to spread further misunderstandings. A primary concern was that the content descriptions were merged together which resulted in a loss of valuable content, but more “clutter” content being included in the curriculum. There was also a push for geographic inquiry to be returned to the Australian Curriculum as a key strand alongside knowledge and understanding.

There was a consistent theme that the content elaborations needed revision for both accuracy and usefulness, while stronger connections with the cross-curriculum priority of sustainability were recommended.

Jurisdictional feedback

Only a few jurisdictions offered specific feedback in relation to Geography, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback. Of the feedback provided, key themes were in relation to the manageability of the content, with a pattern in the feedback suggesting more refinement is desired. There was also feedback in relation to the clarity, with several jurisdictions offering specific examples of content descriptions that could be improved.

1.5.5 History

Survey

The History survey was completed 293 times. Respondents who identified as teachers (44%), those who were based in Queensland (42%), those who were linked to Government schools (46%⁵), and those linked to schools in metropolitan areas (47%⁶) were the largest respondent groups that influence the overall survey results for History.

The level of agreement expressed by respondents was highest for the rationale being clear about the importance of the subject, the aims identifying the major learning that students should demonstrate and the year level descriptions providing a clear overview of the learning that students should experience at the year level. These statements received between 72% and 73% agreement.

The level of agreement dropped somewhat for the statements on achievement standards, organisational structure (strands/sub-strands and core concepts), key connections and content descriptions. These statements received between 59% and 65% of agreement. Statements involving content elaborations, the 5 statements about achieving the objectives of the Review and the suggestion that the amount of content can be covered in each year received between 34% and 47% of agreement.

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the History curriculum could lie in:

- The manageability of the amount of content (50% disagreement); and
- The content elaborations providing a range of contents that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (43% disagreement).

The manageability of content was also a theme that emerged from the open-ended feedback captured in the survey. Yet the most prominent issue talked about in open-ended feedback concerned the stronger focus on First Nations perspectives in the history curriculum. There was considerable support and praise for this,

⁵ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

⁶ As above.

which was sometimes qualified by statements that alerted to needing to retain a balance that adequately includes western and other historical content in the curriculum. A small group of respondents was also outright opposed to this component of the revised curriculum. Among the many other issues expressed in open-ended comments those related to implementing the revised curriculum (pedagogies and resources/support) were also of prominence.

There were various views on including different aspects of history in different year levels and/or sequences expressed by several respondents.

Overall survey results for History are dominated by respondents who self-identified as school professional staff (teachers, school leaders and schools constitute 62% of all respondents). Overall results are further shaped by respondents from Queensland (who constitute 42% of all respondents).

Email submissions

There were 112 standard email submissions that addressed the revised History curriculum.

As was mentioned under the HASS F-6 section, the greater inclusion of content around the role of Christianity in Australia and the roots of western civilisation were also themes that emerged from the standard email submissions, while most of those submissions also acknowledged the importance of including First Nations Australian content in the History curriculum. This mirrored very similar comments captured in the online survey about improving a perceived imbalance between First Nations and other (ancient) historical content, such as related to Egypt, Mesopotamia, Persia, Greece, Rome, India and China.

There were also 11,458 emails received from myvoice@oneclickpolitics.com, and they constituted one of four template emails. A further 251 submissions also appeared to be based on templates although sent from different email addresses. Another 3 emails came with altogether 302 signatures. The content of all these submissions was generic and centred around the Judeo-Christian heritage and the role of Western civilisation in the curriculum.

Jurisdictional feedback

Only a few jurisdictions offered specific feedback in relation to History, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC and South Australia who provided specific feedback, and Victoria that offered some feedback.

The key themes discussed by jurisdictions related to manageability, clarity and improved content. In terms of manageability, while South Australia regarded this as improved, Victoria, New South Wales and Queensland indicated more refinement was needed, as did the NCEC. Further, while Victoria and the NCEC noted improvements to clarity, Queensland indicated some concerns. The inclusion of First Nations perspectives was welcomed by jurisdictions, yet this feedback came with strategies for further improvement, particularly in relation to implementation.

1.6 Summary and conclusion

The consultations were public and largely anonymous so that stakeholders with varying degrees of understanding of the curriculum, educational issues and the TOR of the Review could participate. Feedback about the revised HASS curriculum, which was provided by stakeholders through the 3 channels of participation was of great variety in terms of the perceptions and opinions expressed as well as the extent, depth and detail that were involved in the feedback.

While the report abstains from identifying an 'authoritative voice' among the various individual and group respondents, there are some consistent patterns of feedback received through the 3 consultation channels:

- There was an acknowledgement that the curriculum or parts thereof have improved. Of the different elements of the curriculum, the rationale and the aims appear to be perceived most positively across all subjects.

- There was a strong perception that there is still too much content/that the curriculum needs to be further decluttered to achieve better learning outcomes for students. This was variously qualified for different subjects and year levels, particularly in interjurisdictional feedback.
- The inclusion of Aboriginal and Torres Strait Islander content into the HASS curriculum generated much feedback with many of the open-ended comments captured in the survey, provided in standard email submissions and jurisdictional feedback welcoming the inclusion. However, there were also calls to get the balance right between First Nations Australians content and western content, which was also expressed in a larger number of template emails, which were articulated more specifically towards a stronger consideration of Christianity. There were also warnings from education staff in the survey and from some jurisdictional stakeholders that the inclusion of the First Nations Australians content in the HASS curriculum needs to be thought through more and accompanied by proper resourcing to implement the curriculum in culturally appropriate and meaningful ways.
- Further imbalances in content were also perceived by some stakeholders: for Economics and Business an imbalance in favour of Economics at the cost of Business; for Geography and imbalance in favour of theoretical knowledge at the cost of skills (e.g. field work).

This report provides a high-level analysis of the information captured through the 3 channels of consultation.

2. Introduction

2.1 Review of curriculum

On 12 June 2020, Education Council tasked ACARA to undertake a review of the Australian Curriculum for Foundation to Year 10 (F-10) to ensure it is still meeting the needs of students and providing clear guidance for teachers. ACARA has worked in close consultation with the profession and key stakeholder groups to complete the Review. The review includes the existing 3 dimensions of the Australian Curriculum; that is, the 8 discipline-based learning areas, 5 general capabilities and 3 cross-curriculum priorities. It broadly aims to improve the Australian Curriculum F-10 by refining, realigning and decluttering the content of the curriculum within its existing structure.

In preparing for the Review, ACARA considered the latest research and international developments, and consulted with practising teachers, curriculum experts, key academics and professional associations. It formed the HASS Curriculum Reference Group and the Teacher Reference Group to provide advice and feedback, with members nominated by state and territory education authorities and non-government sectors.

To reflect the focus on primary schools, ACARA further created the Primary (F–6) Curriculum Reference Group and the Teacher Reference Group, which helped give advice and feedback on how to improve the curriculum for the youngest students.

2.2 Proposed revisions to HASS curriculum

From this research, teacher feedback and work with the reference groups, ACARA identified some key areas where the HASS curriculum could be improved. The consultation version of the Australian Curriculum: HASS includes the following key changes:

- Core concepts have been refined and used to improve content descriptions in F–10 and strengthen connections between F–6 and 7–10.
- New Foundation year content in the skills strand has been developed to better support learning in the early years.
- Content has been reduced, particularly in F–6.
- The Year 7 HASS content and achievement standards have been removed because all states and territories now include Year 7 in secondary school.
- The subject-specific achievement standards in HASS F–6 have been removed and the remaining achievement standards realigned to ensure clear connections to disciplines.
- The Years 7–10 HASS subjects – History, Geography, Civics and Citizenship, and Economics and Business – now show similarities and commonalities between the subjects and content is reduced or refined.
- The expected number of topics students study in Years 7–10 History has been reduced from 12 to 8, allowing greater depth of study.
- A new topic has been added in Year 7 History focused on Aboriginal and Torres Strait Islander Histories and Cultures named 'Deep Time History of Australia'.
- Content descriptions have been better aligned to achievement standards for the subjects in Years 7–10.

2.3 Stakeholder consultation

As part of the Review, ACARA invited public feedback on its proposed revisions to the Australian Curriculum. There were 3 channels in which feedback was received.

2.3.1 Online survey

The main channel through which the public participated in the consultation was an anonymous online survey, which was set up in Survey Monkey and administered by ACARA. Separate questionnaires had to be completed to provide feedback on the proposed revisions to the 5 subjects – HASS F-6, Civics and Citizenship (Y7-10), Economics and Business (Y7-10), Geography (Y7-10) and History (Y7-10). For each subject the survey captured stakeholder demographics, organisational details and perceptions on the proposed revisions to the introductory sections (rationales, aims, organisational structure, key connections and key considerations), curriculum content (year level descriptions, achievement standards, content descriptions and content elaborations) and sought overall feedback in relation to the proposed revisions within the scope of the review (an outline of the questionnaire is given in Attachment A). The survey posed 22 quantitative statements to capture the level of agreement of respondents to these statements. One of the statements was “The amount of content can be covered in each year”. Respondents who disagreed or strongly disagreed with the statement were asked an open-ended question about what content should be removed or what revisions were needed to make the amount of content more manageable. All survey respondents could also leave open-ended feedback of a general nature as well as open-ended feedback that was year-level specific.

2.3.2 Email submissions

A 2nd channel for the public to provide feedback on the proposed revisions to the Australian Curriculum was via written feedback by email to engagement@acara.edu.au.

2.3.3 Jurisdictional feedback

The state and territory education authorities and national non-government sectors were separately invited to provide their jurisdiction feedback in written form. In these cases, the invitations were accompanied by guidelines that reflected the online survey structure.

2.3.4 Consultation details

The consultation period ran over 10 weeks between 29 April and 8 July 2021. Relevant materials outlining the proposed changes to elements of the Australian Curriculum and the associated reasons for them were also made available on ACARA's purpose-built consultation website during that time. Stakeholders were encouraged to consider these materials prior to, or while, responding to the survey questions or providing feedback by email.

Participation in the online survey was anonymous for individual respondents. Groups who participated in the online survey were asked to provide the name of the organisation they represented. Feedback received via email submissions sometimes contained information about the identity of the participant. Individual details were removed by ACARA prior to being provided to ISSR, while information related to a group or organisation was retained and shared with ISSR.

The public and largely anonymous character of the consultations allowed people and organisations with various understandings of the curriculum and the proposed changes to the curriculum to participate in the consultations. Some aspects of the Review received national media attention at the time of the consultation period, which may have stimulated participation by particular groups.

2.4 This report

2.4.1 Purpose of report

During the consultation period, qualitative and quantitative data were gathered in relation to various elements of the Australian Curriculum and various year levels. Some of the feedback was very detailed in talking about the Australian Curriculum, the proposed changes, and/or suggestions for further improvement to the Australian Curriculum. All feedback, including detailed and extensive submissions, has been read and considered by the ACARA review team in further revising the Australian Curriculum.

ISSR has been contracted by ACARA to undertake an independent analysis of the qualitative and quantitative data. The purpose of this report is to provide an analysis of the feedback collected to support ACARA personnel to make recommendations about refinements to the curriculum. The key interests of this report lie in:

- understanding the profile of stakeholders who participated in the consultations for HASS;
- understanding the level of stakeholder agreement and disagreement with different elements of the revised HASS curriculum;
- identifying the areas of the revised HASS curriculum that stakeholders perceive most positively and those deemed in need of further refinement;
- gauging stakeholder perceptions about whether the Review achieved its overall objectives within the terms of its reference; and
- highlighting the potential similarities and differences in the above based on stakeholder demographics.

2.4.2 Structure of report

The following section (3) describes the treatment of data captured through the different consultation channels, and the methods of analysis and presentation. Section 4 presents information on participating stakeholders before results from the consultation are shown in Sections 5, 6 and 7. The structure of presenting the results follows the structure of the 3 channels of participation – survey results are included in Section 5, feedback from the open email submissions in Section 6 and feedback from jurisdictional submissions in Section 7.

3. Data processing, analysis and presentation

3.1 Data transfer

ACARA provided responses to the survey and those received via email to ISSR through a secure project folder in the ACARA cloud. Responses from the survey were only included when they had been completed, which required the participant to continue to the final page. The final page was determined by the selections made by the respondent. ACARA also provided ISSR with the written jurisdiction feedback and the received email submissions. The latter included a large number of template emails – emails with identical or largely identical wording (often starting with the same email subject line), and sometimes sent from the same email address in relation to a particular issue. In these cases, ACARA provided ISSR with these templates and the number of emails received that applied to a particular template. Another type of email received during the consultations and provided to ISSR was petition-style emails – emails that were signed by multiple people.

Individual feedback received via emails was de-identified by ACARA prior to making it available to ISSR. Identification of organisations among email submissions was maintained so that the participating organisations could be listed in the reporting. Jurisdictional feedback also remained identifiable for documentation in the reporting.

3.2 Data cleaning – survey data

All quantitative questions had been set up as compulsory in Survey Monkey and the resulting data overwhelmingly adhered to the pre-given questionnaire structure and response formats so that minimal data cleaning was required. In a few cases participants had information recorded as an individual as well as a group respondent. This could occur where respondents identified as either of the 2 and then later went back to the relevant survey page and changed their response to the respectively other respondent type, which triggered a trajectory that captured more information on either the individual or group characteristics of the respondent. Each of these cases was scrutinised and the information retained that most likely reflected the stakeholder type based on the information provided. For example, a record that indicated an individual respondent who was a primary school teacher in a Government school in a metropolitan area, and that also indicated a group response for a Government school in a metropolitan area that represented one person was determined to be the former and the latter information was deleted from the cleaned dataset.

Leading and trailing blanks were removed from open-ended responses to prepare the textual data for coding while all content of such responses was retained as it had been given.

3.3 Coding of open-ended responses

3.3.1 Developing code frame

ISSR in consultation with ACARA developed a code frame that defined the themes and subthemes that emerge from the open-ended responses and established rules for coding such open-ended responses to those themes and subthemes. The code frame was developed in 3 steps.

Step 1 - Scrutinising the survey questions developed, and associated materials, for key themes and categories

Prior to receiving any survey responses, 2 qualitative researchers scrutinised the proposed curriculum changes, along with the survey questionnaires, to provide an initial outline of the themes they expected to see in the data. This outline was updated iteratively as the analysis in Step 2 and 3 continued.

Step 2 - Inductive analysis of interim responses

Inductive analysis commenced once the first survey data became available. Once the survey responses were received, the qualitative researchers read through the open-ended feedback and familiarised themselves with the data. Together, they then generated themes that were linked to the data set and began coding the data without reference to the outline of themes developed in Step 1. This approach enabled the

researchers to be open to new patterns in the data and to make revisions to the draft outline of the code frame.

Step 3 - Content analysis of interim responses

Content analysis was then employed. The 2 researchers coded a portion of the data independently using the developed draft code frame. They then met to discuss commonalities or differences in coding the data, until agreement was reached. In this activity, the researchers noted nuances in themes across learning areas, cross-curriculum priorities and general capabilities and the code frame underwent a revision to incorporate these nuances.

The code frame was then examined against a sample of later arriving email submissions as well as some of the jurisdictional and national sector peak body feedback which established that the developed codes/themes also largely applied to feedback received through these channels. During all steps ISSR consulted ACARA staff who sense checked the evolving code frame and who provided inputs into its evolution.

3.3.2 Coding

Open-ended responses from 3 survey fields were then coded according to the developed code frame. This concerned responses to the question “What content should be removed or what revisions are needed to make the content more manageable?” This question was asked when respondents disagreed or strongly disagreed with the preceding statement “The amount of content can be covered in each year”. The other 2 open-ended fields could be used by all respondents. One prompted the respondents to provide comments about general aspects of the revised curriculum that have improved and the other prompted them to provide comments about general aspects of the revised curriculum that needed further improvement (for the survey questions see Appendix A).

In addition, respondents were also asked whether they wanted to provide open-ended feedback for individual year levels, and if that was the case, which year levels this concerned. Respondents who indicated they wanted to provide such specific feedback were presented with the same 2 prompts for each year level that they had selected. Both the feedback captured under the more general prompts as well as feedback captured in the year-level specific fields have been considered by ACARA in revising the HASS curriculum post consultation. However, the year-level specific feedback was deemed as too specific to be meaningfully included in high-level reporting and was not coded to themes.

Consistent with the treatment of open-ended responses captured through the online questionnaire, written feedback received via emails, including petition-style and template emails, was coded on the basis of the code frame while year-level specific feedback coming through this channel has been considered by ACARA without it being coded to themes for the reporting here. The coding of jurisdictional feedback was undertaken in a similar way (also see Section 3.4.4).

Open-ended feedback expressed by the same individual or group/organisation could contain multiple themes. In this case the different themes were coded to the same stakeholder record.

3.4 Data analysis and presentation of results

3.4.1 Information captured from the 3 channels for providing feedback

The 3 channels of providing feedback were associated with methodological differences. Survey participants adhered to a pre-given structure consisting of closed questions seeking agreement ratings and prompting for open-ended feedback of a general or year-level specific nature. The survey also captured demographic characteristics of respondents including type of stakeholder, state/territory, school sector and remoteness of school. This allowed treating this data like any other survey data by calculating descriptive statistics such as frequencies, percentages and breaking down results by respondent characteristics and by presenting the descriptive statistics in tables or graphs.

In most cases, the email submissions did not adhere to the structure and prompts of the survey. They constituted unprompted, mostly open-ended feedback that sometimes came with additional materials attached. In some cases, an individual email had multiple signatories (petition-style emails). In other cases, many emails had identical, or largely identical wording (template emails). While some submissions contained some information about the stakeholder, such as profession or organisation name, the demographic characteristics that were systematically captured in the survey were largely not provided as part of the email submissions. The analysis of information from the email submissions therefore focuses on the themes and subthemes that emerged without assessing stakeholder differences.

Eight jurisdictional education authorities and 2 national sector peak bodies were explicitly invited to participate in the consultations and were given guidelines for their participation. These guidelines reflected the structure and content of the online survey. However, the degree to which jurisdictions adhered to these guidelines varied and feedback was overwhelmingly of an open-ended nature. As was the case with some of the email submissions, the feedback received from the jurisdictions tended to be comprehensive.

To further take account of the methodological differences between the 3 consultation channels, feedback received through each channel is reported in a separate section.

3.4.2 Reporting of online survey data

The reporting of feedback is preceded by information on participating stakeholders to aid interpretation of the overall results. This information includes the level of the curriculum that was selected by respondents, their respondent type (e.g. teacher, parent, academic), the state or territory they were based in, and, for respondents who identified as teachers, school leaders, parents, students and schools, the school sector and remoteness area of the relevant schools.

Overall results on the 22 questions are presented as stacked bar charts that show the percentage breakdown across the 5 response categories (strongly agree, agree, disagree, strongly disagree, don't know). Across the 5 categories, responses add up to 100%.

Unless indicated otherwise, the prevalence of themes expressed by stakeholders in open-ended comments is reported as a percentage based on the total number of respondents (e.g., 11% of survey respondents expressed theme A). Where the same respondent expressed multiple themes the respondent was included in the percentages for each of the reported themes. The number of respondents who provided open-ended feedback is also reported.

Differences between stakeholder groups are explored via bar charts that show the percentage of the combined strongly agree/agree responses for different stakeholder categories. This percentage is referred to as the *level of agreement* in the report. Equivalently, the combined strongly disagree and disagree responses are referred to as the *level of disagreement*. Stakeholder categories are considered in such comparisons when they have 30 or more respondents. Stakeholder group dimensions considered in the analysis of group differences are type (e.g. teacher, academic, parent), state or territory, school sector and school location.

Percentages are rounded and may not exactly add up to 100% in tables or graphs. The original survey statements were abbreviated to 80 characters in the graphs to ensure readability. Appendix B documents which survey statements were abbreviated in which way for the reporting.

3.4.3 Reporting of email submissions

The reporting of email submissions consists of identifying the key themes that emerged after coding, based on the proportion of respondents who expressed the themes and subthemes. This is accompanied by drawing out examples that reflect different dimensions or aspects within a theme. Particular attention was given to drawing upon examples that represent the nuance within the data, especially within the subthemes that include learning area specific detail. Further, attention was given to drawing upon examples to illustrate dominant or leading sub themes, defined by being discussed by a relatively large number of respondents. While the reporting of the survey data makes use of percentage breakdowns to explore differences between stakeholder groups (where possible), the analysis of data from email submissions summarises general

trends and themes from the feedback. This takes account of the unstructured way the information was provided across the many submissions.

3.4.4 Reporting of jurisdictional feedback

The reporting of jurisdictional submissions consists of identifying the key themes that emerged after coding, based on the proportion of jurisdictional respondents offering feedback on the themes and subthemes. This is accompanied by direct quotes that reflect different dimensions or aspects within a theme. Particular attention was given to drawing out examples that represent nuance within the data. Attention was also given to providing examples that illustrate leading themes and sub themes, identified by the amount of feedback received in relation to themes and sub themes.

Additionally, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions. Analysis of data from jurisdictional submissions thus summarises general trends and themes from the qualitative feedback, synthesising this with feedback from the 5 jurisdictions who responded to the 6 survey statements.

A summary of positive feedback and aspects that need further attention, as identified by each jurisdiction, are included as Appendix G.

3.4.5 Multiple participations

The consultations were open to the public without imposing protocols that confirmed the identity of participants or that participants submitted their feedback only once. Based on the names of organisations captured in the survey and those self-reported in email submissions, it is apparent that some organisations have completed the on-line survey as well as provided an email submission in relation to the same learning area, subject, general capability or cross-curriculum priority. It also appears that in some cases the same organisation submitted multiple survey responses for the same element of the curriculum. In some cases, state-based affiliate organisations provided feedback that was separate and additional to the feedback provided by their national parent organisations, which presented the consolidated feedback of that organisation. It is further possible that individuals participated multiple times for the same element by completing more than one survey (using different computers), by completing a survey as well as providing an email response or by providing multiple email submissions. The extent to which individuals and organisations participated in the consultation about the particular elements of the Australian Curriculum multiple times cannot be determined. Multiple participations could have particularly influenced the consultation results where the number of participants was low.

3.4.6 Interpretation of results

The consultation process used different channels of capturing feedback, which was associated with methodological differences noted in Section 3.4.1. The overall character of the consultation was public. It was anonymous for participating individuals. In principle, everyone could participate regardless of their relation to, and their understanding of, the Australian Curriculum or the TOR. The Review attracted media attention, and template emails (with identical wording) and petition-style emails (with signatures) received during the consultation period indicate some mobilisation of particular stakeholder networks. It is possible that in some cases the same individual or organisation expressed their voice more than once in relation to the same elements of the Australian Curriculum that was in scope of the Review. Results of the consultation included in this report should be seen in this context. They report perceptions of participants captured through different channels in the consultation process without assuming that these are representative of relevant stakeholder groups. They present perceptions as they were conveyed by stakeholders without qualifying them against the proposed revisions to the curriculum and without making assessments about their professional or other value.

4. Stakeholder participation

Table 1 shows the number of times the online survey was completed for each subject, as well the number of email submissions received and the number of jurisdictional stakeholders who provided written feedback. The online survey was completed 293 times for HASS F-6, 60 times for Civics and Citizenship, 54 times for Economics and Business, 59 times for Geography and 237 times for History.

Overall, 11,894 emails/email submissions were received for the learning area HASS. Most of those (11,458) were received from myvoice@oneclickpolitics.com, and were based on one of 4 template emails. These emails centred around the Judeo-Christian heritage and the role of Western civilisation and have all been allocated to History in the table below. Nine of the 10 invited jurisdictions and national sector peak bodies submitted feedback that related to the learning area HASS and/or individual subjects.

Table 1: Number of participations, HASS consultations

	Online survey	Email submissions	Jurisdictional feedback
HASS F-6	293	0	5
Civics and Citizenship	60	16	5
Economics and Business	54	10	5
Geography	59	3	5
History	234	11,827^^	6
HASS overall/ overarching	na	49	7
Total	700^	11,894	9

^ Survey respondents could complete the on-line questionnaire for multiple subjects. It is not known who submitted multiple subject-specific survey responses so that it is not known how many respondents overall participated across the Arts surveys. The total of 700 is simply the sum of all subject-specific survey completions. For the email submissions and jurisdictional feedback, the total indicates the number of all email submissions and jurisdictional submissions received for any part of HASS. These submissions could also address multiple HASS subjects and were allocated in the table accordingly. Because of this, the total for email and jurisdictional submissions is not the sum of the numbers in the respective column. More detail on email submissions is provided in Section 6. More detail on jurisdictional submissions is provided in Section 7.

^^ The number of received emails included 11,709 template emails – emails with identical or largely identical wording. Another 3 emails were petition-style emails, which were signed by 302 people. For more detail on email submissions see Section 6.

Reporting of stakeholder feedback is undertaken on the basis of a learning area, general capability or cross-curriculum priority. In some cases, email submissions were of a general nature and could not be allocated to a specific learning area, general capability or cross-curriculum priority. These were mainly concerned with general comments around values or virtues that should be taught, the extent to which the curriculum content was inclusive of diverse student needs, evidence-based, decluttered and age-appropriate. Some of these emails had a focus on play-based learning in early years.

There were 108 of those submissions and while their content does not fit into any of the learning areas, cross-curriculum priority and general capability specific consultation reports, they have all been considered by ACARA in further refining the Australian Curriculum.

5. Survey

Survey respondents completed subject-specific surveys, which is why the reporting of survey results is presented separately for the 5 subjects. Results reported in this section present perceptions as they were expressed by survey respondents. These perceptions are not qualified against the proposed revisions to the curriculum and they are not assessed for their professional or other value.

5.1 HASS F-6

This section starts by drawing a profile of participants who provided feedback on the HASS F-6 curriculum before presenting their feedback.

5.1.1 Survey respondent profile

Of the 293 respondents who completed the HASS F-6 questionnaire, about half identified as teachers. Schools (17%) and school leaders (14%) were the next largest respondent types. Combined, these 3 groups constituted 81% of all respondents. Other types of stakeholders who participated in the survey are shown in Table 2. Of the 145 participating teachers, 134 were primary teachers, 4 secondary teachers and 7 were Foundation to Year 12 teachers.

Table 2: Type of respondent, HASS F-6 survey respondents

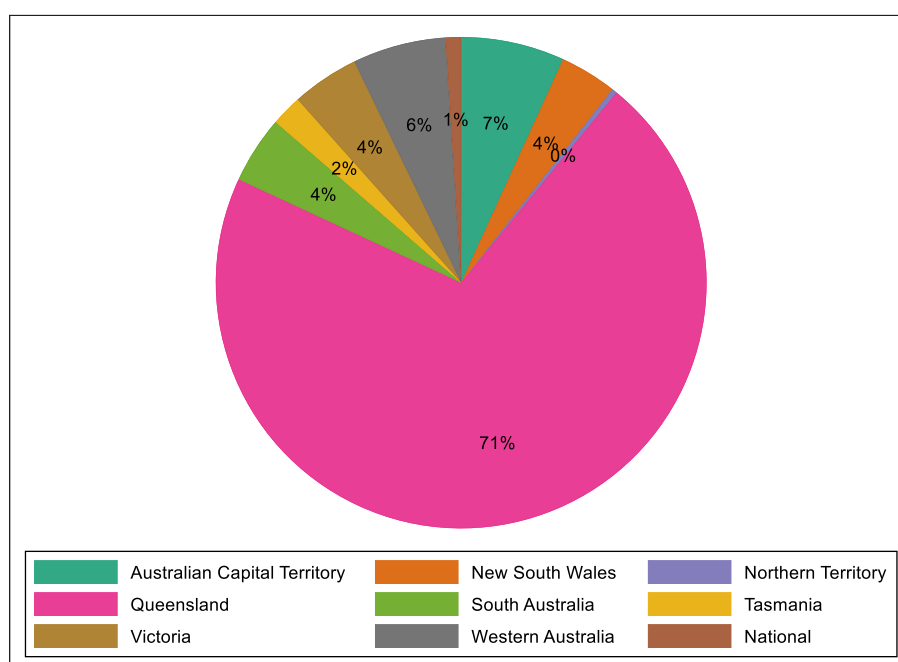
Type of respondent	n	Percent
Individual respondent		
Teacher	145	49.5%
School leader	40	13.7%
Academic	12	4.1%
Parent	16	5.5%
Student	1	0.3%
Employer/business	1	0.3%
Other - Individual	12	4.1%
Group respondent[^]		
School	51	17.4%
Professional association	2	0.7%
University	1	0.3%
Education authority	4	1.4%
Community organisation	2	0.7%
Other - Group	6	2.0%
Total	293	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

State representation among survey respondents was particularly strong for Queensland (71%) (Figure 1). The proportion of respondents from Queensland was 3.5 times higher than Queensland's share in the Australian population, which was 20.2% on 31 December 2020⁷. Relative to states' shares in national population, the other mainland states were under-represented. This particularly applied to the 2 largest states, New South Wales (4% survey respondents vs 31.8% share of the population) and Victoria (4% survey respondents vs 25.9% share of the population).

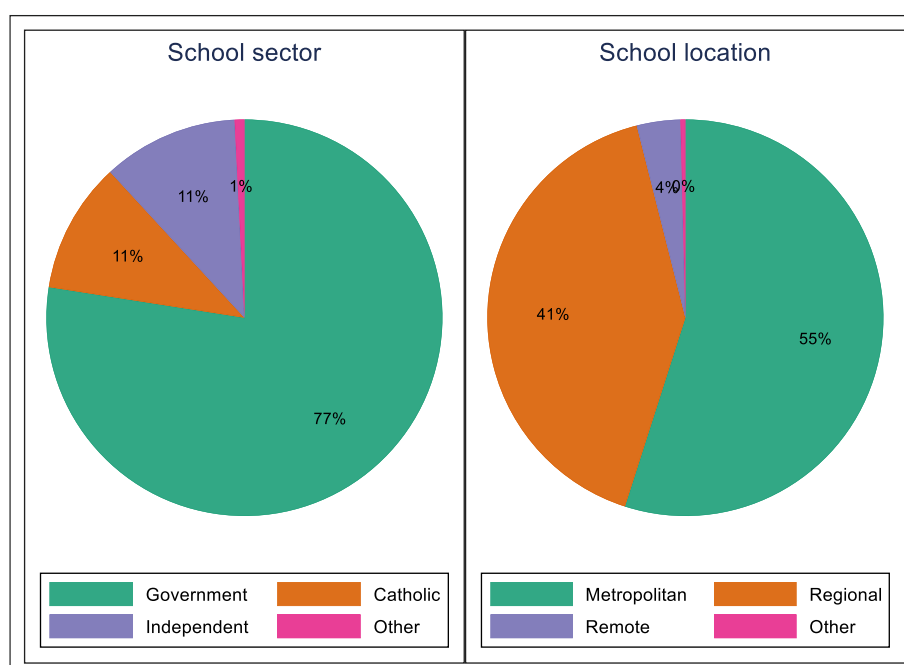
⁷ Source: Australian Bureau of Statistics, National, state and territory population December 2020.

Figure 1: State of residence, HASS F-6 survey respondents



Respondents who identified as a teacher, school leader, school, student or parent were asked in which sector their (child's) school was and in which remoteness area it was located. Close to 4 in 5 of those respondents (78%) indicated a Government school, 11% a Catholic school and another 11% an Independent school (left panel in Figure 2). As a point of reference, the student enrolment distributions in 2020 were: Government – 66%, Catholic – 19% and Independent – 15%⁸.

Figure 2: School sector and location, HASS F-6 survey respondents[^]



[^] Teachers, school leaders, parents, students and schools.

'Other' responses in the pie charts relate to staff who worked across schools or parents who had children in multiple schools.

⁸ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

More than half of these respondents (55%) also indicated a school in a metropolitan area, 41% a school in a regional areas and 4% a school in a remote area (right panel in Figure 2). These percentages compare with these student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020⁹.

Respondent summary and implications for overall results

Of the 293 completed surveys 50% were submitted by teachers and 71% by respondents who were based in Queensland. Of the 253 teacher, school leader, parent, student and school respondents a majority was linked to Government schools and schools in metropolitan areas. The overall survey results are most influenced by these respondent groups.

Table 3: Most prevalent respondent characteristics, HASS F-6 survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Type of respondents	Teacher	145	50%
State	Queensland	208	71%
School sector [^]	Government	196	67%
School location [^]	Metropolitan	139	47%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

5.1.2 Survey results

Overall survey results are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 81% of all respondents. Overall results are further dominated by respondents from Queensland (who constitute 71% of all respondents). While some stakeholder details were captured during the survey, it is uncertain to which extent survey respondents are representative of stakeholder groups (e.g. to which extent participating teachers from Queensland were representative of teachers in Queensland).

Overall results

The general part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections – Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results follows the structure in the questionnaire.

The survey also captured feedback that was year-level specific. This feedback has been considered by ACARA in refining the HASS F-6 curriculum, however, it is not reported here beyond the number of respondents who provided such detailed feedback.

Introductory elements

Respondents were presented with 7 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure and key connections in the introductory sections of the HASS F-6 curriculum. The results are reported in Figure 3.

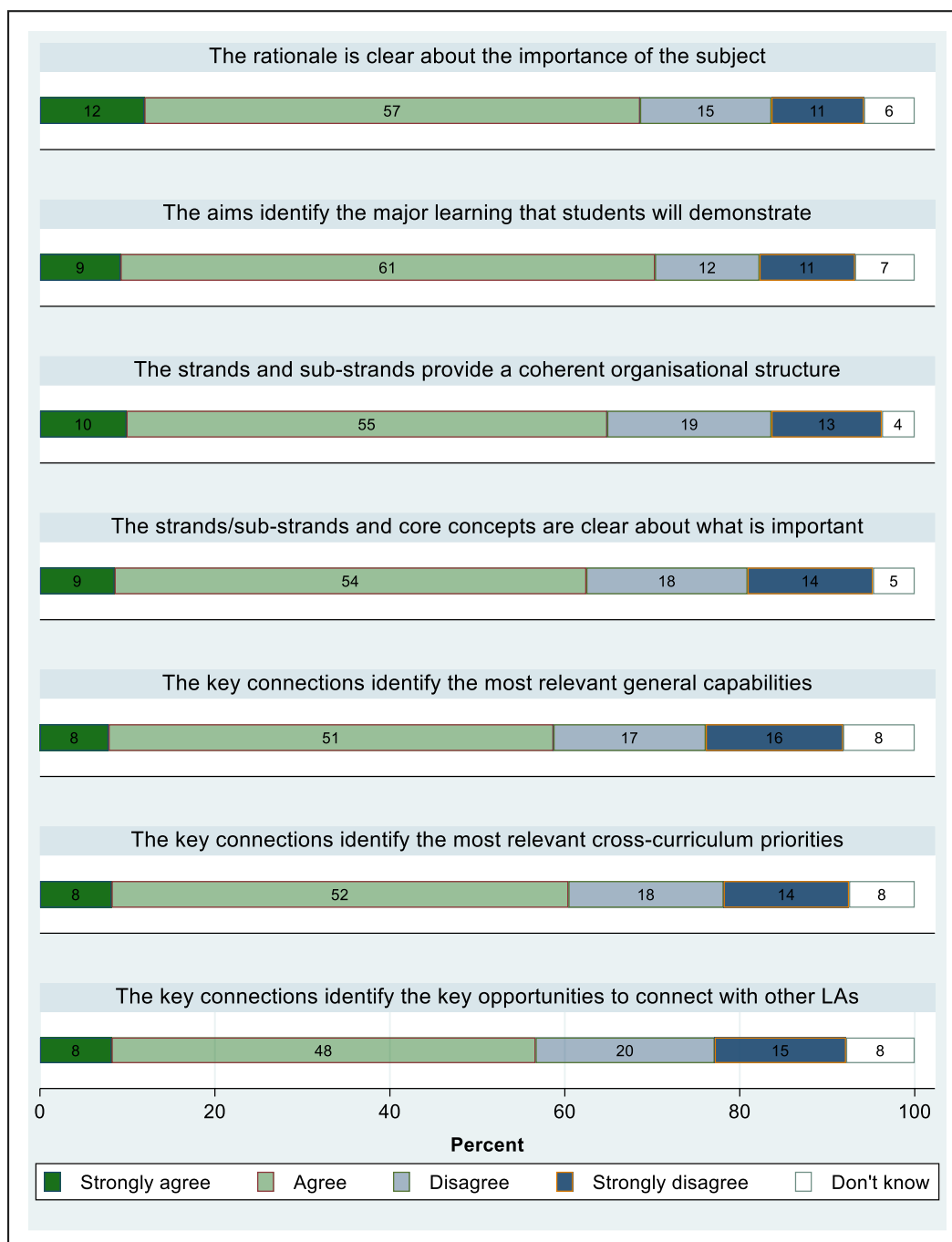
Overall, between 57% and 70% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the propositions that the aims identify the major learning that students will demonstrate (70%) and that the rationale was clear about the importance of the subject (69%). It was lowest for the statements that the key connections identify the most

⁹ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

relevant general capabilities (59%) and that they identify key opportunities to connect with other learning areas (57%).

Levels of disagreement (strongly disagree or disagree) ranged from 23% to 35% and were inversely proportional to levels of agreements: they were lowest for the statements on aims and rationale and highest for the statements on key connections.

Figure 3: Introductory elements, HASS F-6 survey respondents



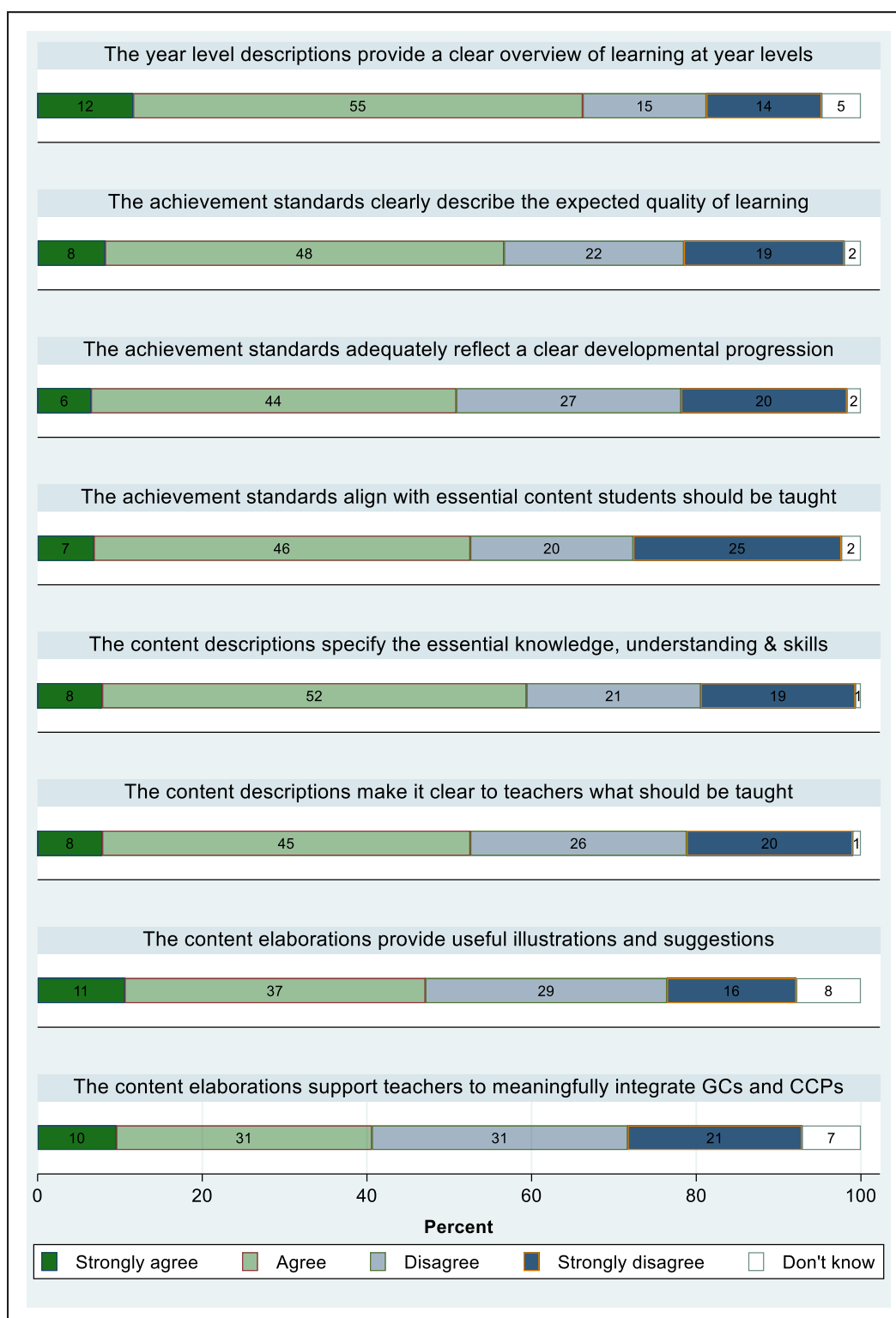
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 4.

Between 41% and 66% of respondents agreed or strongly agreed, and between 29% and 52% disagreed or strongly disagreed with the presented statements.

Figure 4: Curriculum elements, HASS F-6 survey respondents



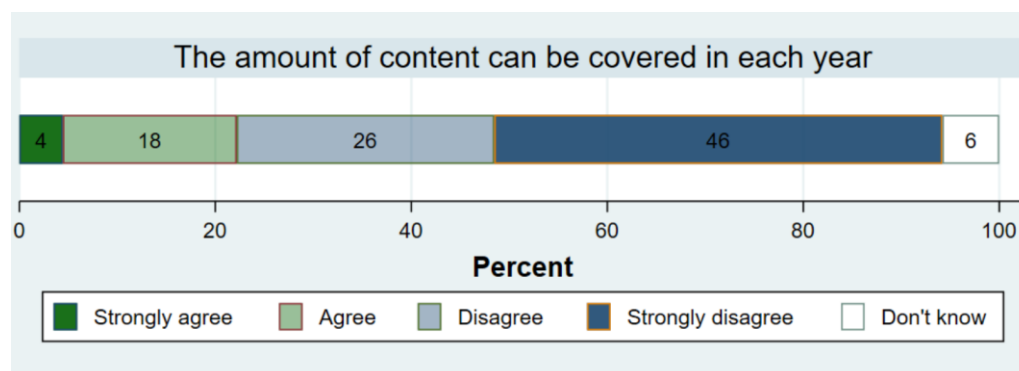
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Of the presented statements in Figure 4, the one about the year level descriptions providing a clear overview of the learning that students should experience attracted the highest level of agreement (66%) and the statement that the content elaborations provide a range of contexts that support teachers to meaningfully

integrate the general capabilities and cross-curriculum priorities the lowest level of agreement (41%). More respondents disagreed or strongly disagreed (52%) with the latter proposition than agreed or strongly agreed.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. Many more respondents disagreed or strongly disagreed (72%) with this statement than did agree (22%) (Figure 5). In fact, close to half of the 293 respondents strongly disagreed with the suggestion that the content is manageable each year.

Figure 5: Amount of content, HASS F-6 survey respondents



The 72% who disagreed or strongly disagreed were asked what content should be removed or what revisions were needed to make the content more manageable. Of the 211 respondents who were asked this question, 175 provided a comment, including 68 who provided a specific suggestion as to what could be removed.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. All of the provided comments were coded according to the themes and subthemes covered in the code frame (see Appendix C).

Table 4 presents the top 5 main themes that emerged from the open-ended responses. This table includes the number of respondents providing feedback on the subthemes. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

The top 5 main themes were: *content should be removed*; *inclusive content*; *content should be added*; *implementation (out of scope)* and *clarity*.

Respondents were most likely to provide comment that suggested course *content should be removed*. It is not unexpected that this constituted the leading main theme, as respondents were prompted to consider what content should be removed or revised to make the content more manageable. Altogether 131 respondents expressed thoughts under that theme. However, most of those respondents (n=88) expressed this in a general way, sometimes accompanied by some elaboration on why they thought there was too much content:

“Students need the opportunity to engage more deeply with the basic concepts prior to being taught about aspects of the curriculum such as civics and citizenship, which needs students to have a base understanding of history and geography. As teachers, we do not have the time to cover all of the curriculum content descriptors throughout the year, which means we are only skimming over the topics rather than giving a more in depth learning experience. The students do not have the ability to become properly engaged with HASS learning which can be detrimental as they do not enjoy the subject, because they are being pushed to learn content that they are not ready for or that is not relevant to them.” (Primary teacher, Queensland, Government, Remote).

Of the smaller group that put forward suggestions about removing particular components of content some proposed to remove particular subjects from particular year levels:

"Economics and business in yrs 5 and 6 adds too much content. HASS is the subject that causes teachers to cringe at the amount of work expected in the time allocated." (Primary teacher, Queensland, Government, Metropolitan).

"Remove the Judicial system from Year 7, it's too much to fit in a year with all the other subjects and is not very relevant to the age group." (Secondary teacher, Queensland, Independent, Regional).

As reflected in the last quote, some respondents (n=52) made comments about the age appropriateness of content in the HASS Foundation to Year 6 curriculum. These comments were captured under the 2nd leading theme of *inclusive content*. Comments about the age appropriateness of content were sometimes explicitly linked to suggesting to remove the content that was perceived to be age-inappropriate.

Some also viewed content as inappropriate in relation to other dimensions, such as related to socio-economic status, remoteness and living in foster care arrangements (n=11). For example:

"Questions, sub questions, and using sources to answer should NOT appear before year 5 and 6. Currently it appears in year 3! In high socio economic schools with high literacy this is tricky, in low socio economic schools with low literacy this is IMPOSSIBLE." (Primary teacher, Queensland, Government, Metropolitan).

Some respondents (n=15) suggested there was too much emphasis on First Nations history and perspectives, which was commonly seen in a relative context of leaving too little space for teaching the western heritage of Australian society and was expressed to different degrees of forcefulness.

"The curriculum is already overloaded with Indigenous studies content, and deficient in both quantity and quality of study of our western heritage. There is not a single positive reference in the proposed curriculum to anything positive in our western heritage of law, freedom, religion - and especially Christianity." (Academic, Victoria).

The 3rd leading captured comments regarding *content that should be added*. Balancing Indigenous with other perspectives, was at the core of some of these suggestions, which proposed to achieve this balance by adding content on the role of western civilisation:

"While it is important to cover indigenous experiences and history. It is equally important to acknowledge and study the significance of Western Civilization on the formation of the institutions, values and structures of modern Australia, and to acknowledge that those influences have been overwhelmingly positive for the majority of Australians, and include such rights as Democracy, Freedom of Speech, Equality before the law and Innocent until proven guilty. These concepts are fundamental to modern Australia and their origins and importance must be acknowledged." (Secondary teacher, Queensland, Government, Regional).

Altogether 54 respondents expressed that content should be added to the curriculum although several respondents suggested to add content as well as to remove content. There were various suggestions, which were made by 41 respondents and which are bundled in the *Learning area specific – Other* subtheme under the *Content should be added* theme in the table. For example:

"More opportunities to develop a love of history is needed. Learning about Ancient Mythology and Gods and Goddesses." (Secondary teacher, Queensland, Government, Regional).

The 4th leading theme related to *implementation*. In relation to HASS F-6, implementation issues were raised by 39 respondents. This included comments on lacking or required support to manage the content, and remarks on assessments and pedagogies. Such implementation issues were commonly brought up during the consultations across most learning areas and many of the subjects, however, they are outside the scope of the Review. Further themes with lower prevalence that came up at this point in the survey are listed in Table 4 without being further discussed here.

Table 4: Content that should be removed or revisions needed to make content more manageable (top 5 themes), HASS F-6 survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	131	44.7%
General views that there is content that should be removed	88	30.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	20	6.8%
There is too much emphasis on Indigenous cultures and perspectives	15	5.1%
Various other LA specific content that should be removed	42	14.3%
Inclusive content	62	21.2%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	11	3.8%
There are concerns around the age-appropriateness of content	55	18.8%
Content should be added	57	19.5%
General views that additional or new content should be added	5	1.7%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	28	9.6%
There should be more emphasis on Indigenous cultures and perspectives	3	1.0%
Various other LA specific content that should be added	41	14.0%
Implementation (out of scope)	39	13.3%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	24	8.2%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	8	2.7%
Support for implementation	10	3.4%
Clarity	29	9.9%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	1.7%
The wording of the content descriptions is clearer and/or easier to understand	2	0.7%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	21	7.2%
The wording of the achievement standards need further clarity	7	2.4%

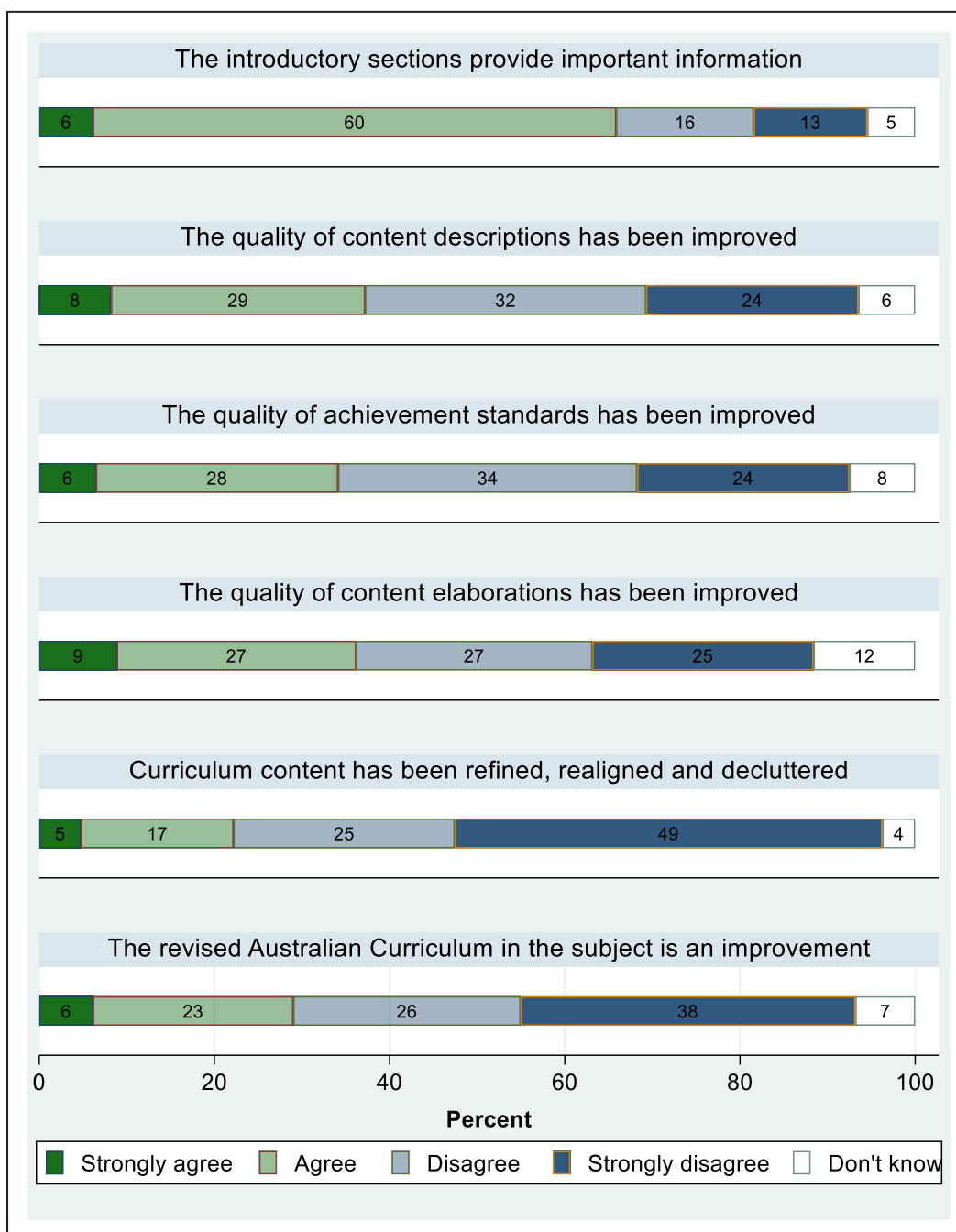
Comments were provided by 175 respondents. Percentages are based on all 293 HASS F-6 survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E1 in Appendix E.

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 6. They show that the statements directly related to the TOR received notably lower agreement (between 22% and 37% agreed or strongly agreed) than the statement about the introductory section (66%).

Figure 6: Overall feedback, HASS F-6 survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

The last 2 statements: that the curriculum has been refined, realigned and decluttered (22% agreement vs 74% disagreement), and that the revised curriculum is an improvement (29% agreement vs 64% disagreement) received the least favourable responses.

Aspects that have improved and aspects that need (further) improvement

Respondents were also invited to add their general comments on aspects of the revised HASS F-6 curriculum that had improved and on aspects that needed further refinement. Responses were captured in 2 text boxes that were respectively labelled. About 53% of the HASS F-6 survey respondents commented in one of those boxes (Table 5).

Table 5: Open-ended comment, HASS F-6 survey respondents

Commenting status	n	Percent
Not commented	139	47%
Commented in 'have improved box'	38	13%
Commented in 'further improve' box	53	18%
Commented in both boxes	63	22%
Total	293	100%

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

The top 5 main themes that emerged from the open-ended responses are listed in Table 6. Although the survey questions that prompted for feedback were different to the question on what content should be removed or amended to make the content more manageable, the themes and subthemes that were expressed by respondents as well as the relative prevalence with which they were expressed were both very similar to what was presented in Table 4. The top 5 main themes, in ranked order, were: *content should be removed*; *content should be added*; *clarity*; *implementation (out of scope)*, and *manageability (amount of content)*.

Respondents were most likely to talk about removing content (n=74) followed by talking about adding content (n=59). Within those broader themes, many respondents did not specify what content should be added or removed, and those who did, did so very similarly to the suggestions that emerged earlier. Some respondents saw that while the new content improved the curriculum, it could be extended further, for instance, such as providing more in-depth content on First Nations Australians.

"The more overt Aboriginal and Torres Strait Islander content is welcomed, but can be even further deepened. This is critical learning for all Australians, particularly in formative years. The term invasion is necessary, along with the importance of information prior to colonisation." (Academic, Western Australia).

The 3rd leading theme was *clarity* (expressed by 49 respondents). This theme emerged as somewhat more prominent here compared to Table 4. Of the 49 respondents who commented on the clarity, some expressed that clarity for different elements had improved:

"The language of the content descriptors is more user friendly." (School leader - Primary Queensland, Government, Regional).

However, others, who were more numerous, pointed out further opportunities for generating more clarity while, at times, referring to the same elements of the curriculum:

"Content descriptors remain cluttered. Achievement standards remain far too general and need further specification. Elaborations are not 'precise enough', nor designed for explicitness of teaching concepts." (Primary teacher, Queensland, Government, Regional).

"It needs to be written in more user friendly language." (Primary teacher, Queensland, Government, Metropolitan).

The 4th leading theme was to do with *implementation* (expressed by 35), and the 5th leading theme was *manageability* (expressed by 34). The comments often related to each other, with respondents talking simultaneously about there being too much content to be manageable, and an insufficient amount of time to implement the curriculum.

"I still feel like there are too many content descriptors. For teachers to allow students to follow and inquiry path and fully explore concepts and expand their skills they need time and teachers feel pressured to get through 'content' . The less is more approach is better when it comes to HASS."
(Primary teacher, Australian Capital Territory, Government, Metropolitan).

Table 6: Aspects that have improved/need further improvement (top 5 themes), HASS F-6 survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	74	25.3%
General views that there is content that should be removed	50	17.1%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	5.1%
There is too much emphasis on Indigenous cultures and perspectives	14	4.8%
Various other LA specific content that should be removed	10	3.4%
Content should be added	59	20.1%
General views that additional or new content should be added	17	5.8%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	21	7.2%
There should be more emphasis on Indigenous cultures and perspectives	4	1.4%
Various other LA specific content that should be added	38	13.0%
Clarity	49	16.7%
The overall language of the curriculum is clearer and/or easier to understand	2	0.7%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	16	5.5%
The wording of the content descriptions is clearer and/or easier to understand	11	3.8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	20	6.8%
The wording of the achievement standards is clearer and/or easier to understand	5	1.7%
The wording of the achievement standards need further clarity	8	2.7%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	3	1.0%
Implementation (out of scope)	35	11.9%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	15	5.1%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	11	3.8%
Support for implementation	11	3.8%
Manageability (amount of content)	34	11.6%
Decluttering of content evident, the amount of content is more manageable	1	0.3%
Still too much content/further decluttering needed	33	11.3%

Comments were provided by 154 respondents. Percentages are based on all 293 HASS F-6 survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E2 in Appendix E.

Year-level specific comment

Respondents were also prompted to make comment about specific year levels. Of the 293 respondents 58 provided such detailed feedback, some of whom in relation to multiple year levels. Table 7 lists the number of respondents who provided feedback for each year level.

Table 7: Year-level specific open-ended feedback provided by HASS F-6 survey respondents

Year level	Number of respondents
Foundation	14
Year 1	5
Year 2	9
Year 3	9
Year 4	17
Year 5	19
Year 6	18

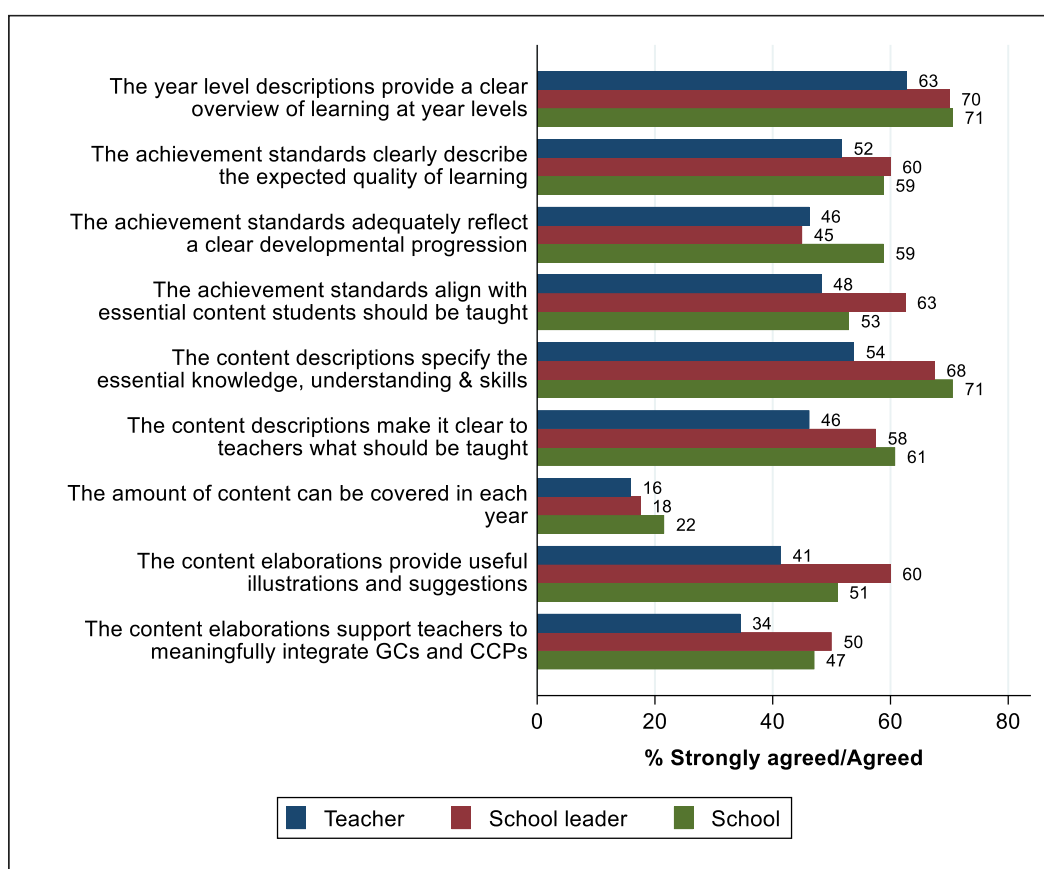
Differences between stakeholder groups

This section explores potential differences between different stakeholder groups. This is achieved by comparing the percentages of agreement (combining strongly agree with agree) across different stakeholder categories with 30 or more respondents. In relation to states and school sector the sample of HASS F-6 respondents was dominated by respondents from Queensland and respondents linked to Government schools so that no other state or school sector was represented by 30 or more respondents. Because of this only the type of stakeholder and school location (remoteness) are considered in the following.

Type of stakeholder

Teachers (n=145), school leaders (n=40) and schools (n=51) were represented by 30 or more respondents. There were some differences in responses between those 3 groups, which are illustrated in Figure 7, which shows the level of the agreement the 3 groups expressed for the statements in the Curriculum elements section of the survey. Teachers tended to express less agreement with the proposed attributes of the revised curriculum elements than school leaders and schools. Of the 3 groups, school leaders were most likely to agree with some of the statements and schools with some others. This pattern also holds for responses to questions in the Introductory elements and Overall feedback sections of the questionnaire, which are not shown here).

Figure 7: Curriculum elements by type of stakeholder, HAASS F-6 survey respondents

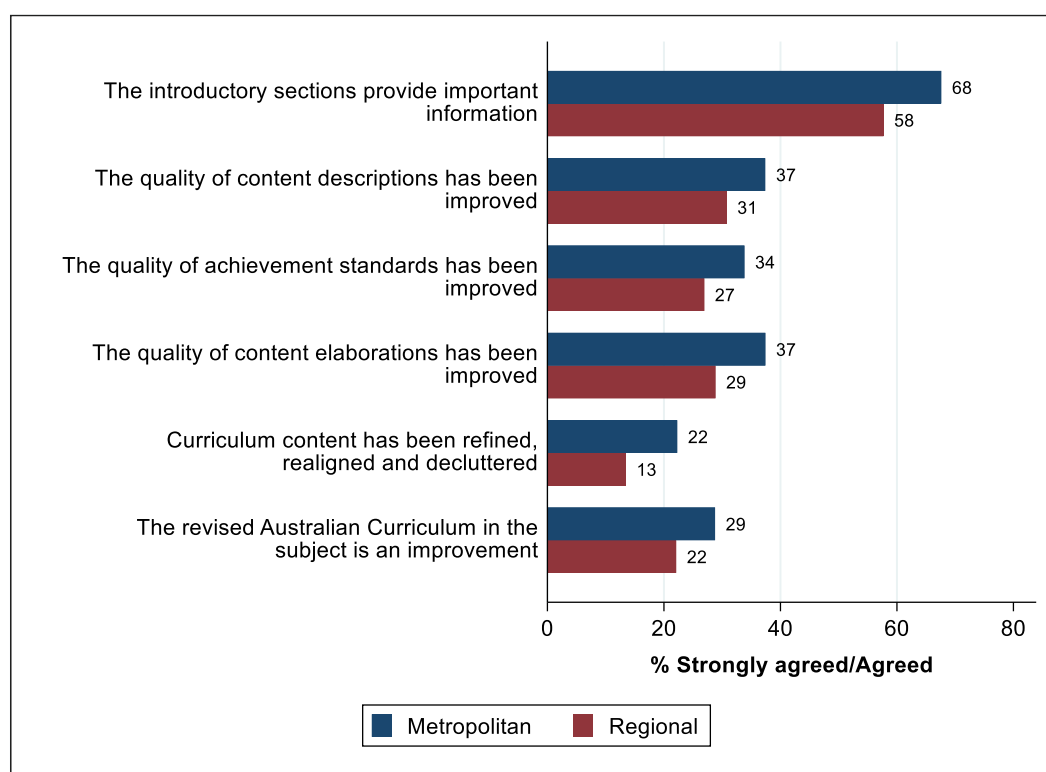


School location

Respondents who identified as teachers, school leaders, parents, students and schools were also asked their school's location. Of the 253 respondents who fell into these groups, 139 indicated metropolitan areas, 104 regional areas, 9 remote areas and 1 'Other'.

Respondents linked to schools in metropolitan areas were more likely to agree or strongly agree with any of the 22 statements in the survey. This is only shown for the statements in the General feedback section of the survey in Figure 8.

Figure 8: Overall feedback by school location, HASS F-6 survey respondents[^]



[^] Teachers, school leaders, parents, students and schools

Summary - survey results

The survey for the HASS F-6 curriculum was completed 293 times. About 71% of respondents were from Queensland and 50% were teachers. Among participating teachers, school leaders, parents, students and schools (253 of the 293 respondents), a majority were linked to Government schools (n=196) and schools in metropolitan areas (n=139).

The level of agreement was highest for some of the proposed attributes of introductory elements of the curriculum (rationale, aims, strands/sub strands and core concepts), but also year level descriptions. The relevant statements are in the top third in Figure 9, which shows the 22 statements ranked in descending order based on the level of agreement they received. Statements on key connections, achievement standards and content descriptions follow in the second third of the graph. In the lowest third of the graph sit the statements on content elaborations, the 5 TOR statements and the statement that the content can be covered each year. These attracted between 22% and 47% agreement.

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the HASS F-6 curriculum could lie in:

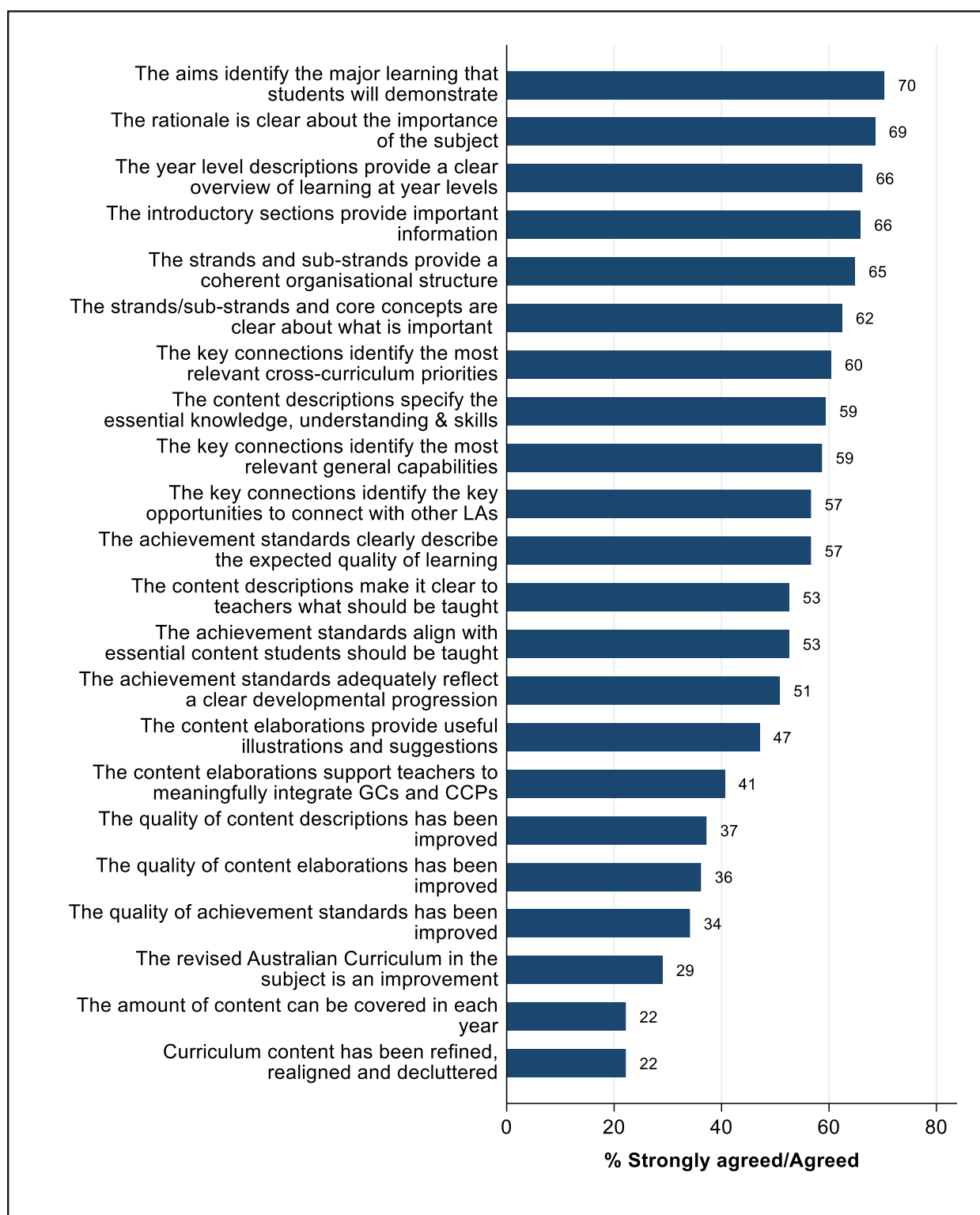
- the manageability of curriculum content (72% disagreement);
- the content descriptions making it clear to teachers what should be taught (46% disagreement);
- all proposed attributes of the achievement standards (between 41% and 47% of disagreement); and
- the usefulness of content elaborations for teachers (45% and 52% disagreement with the 2 statements).

The predominant themes from the open-ended responses were around improving the perceived imbalance between Indigenous and non-Indigenous content and perspectives, the clarity of elements of the curriculum and concerns about implementation issues (appropriate pedagogies, assessment and support/resourcing).

Overall survey results for HASS F-6 are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 81% of all respondents and by respondents from

Queensland. The Queensland-specific context in which the Australian Curriculum is implemented may therefore have particular influence on shaping the overall results.

Figure 9: All statements, HASS F-6 survey respondents



5.2 Civics and Citizenship (Year 7-10)

This section presents results for Civics and Citizenship and starts by drawing a profile of participants who provided feedback on the Civics and Citizenship curriculum.

5.2.1 Survey respondent profile

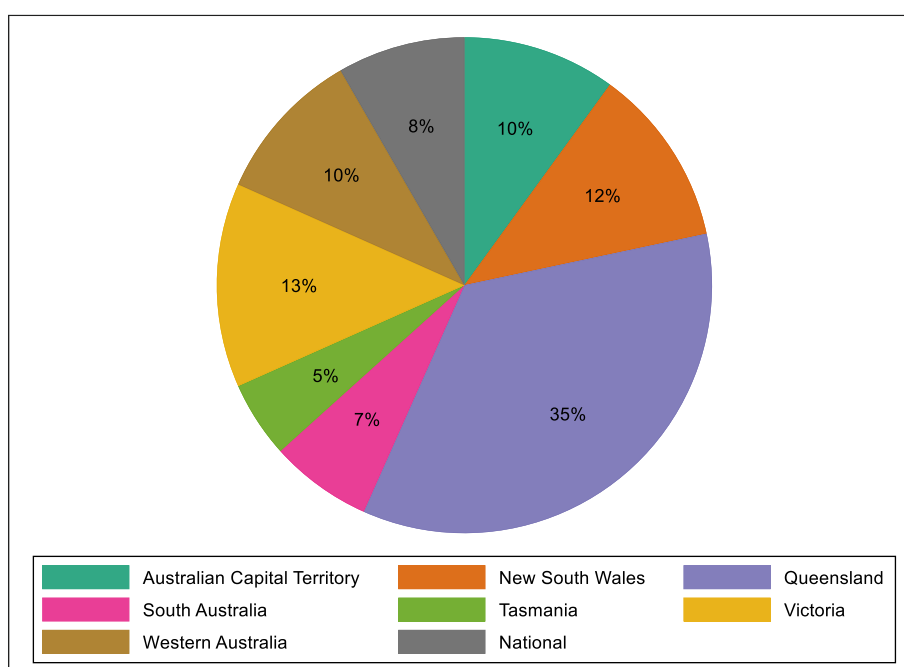
The Civics and Citizenship survey was completed 60 times. Teachers (32%), schools and academics (both 12%) constituted the largest types of respondents (Table 8). Of the 19 teachers 18 were secondary teachers.

Table 8: Type of survey respondent, Civics and Citizenship survey respondents

Type of respondent	n	Percent
Individual respondent		
Teacher	19	31.7%
School leader	4	6.7%
Academic	7	11.7%
Parent	4	6.7%
Employer/business	1	1.7%
Other - Individual	6	10.0%
Group respondent[^]		
School	7	11.7%
Professional association	1	1.7%
Education authority	3	5.0%
Community organisation	4	6.7%
Other - Group	4	6.7%
Total	60	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

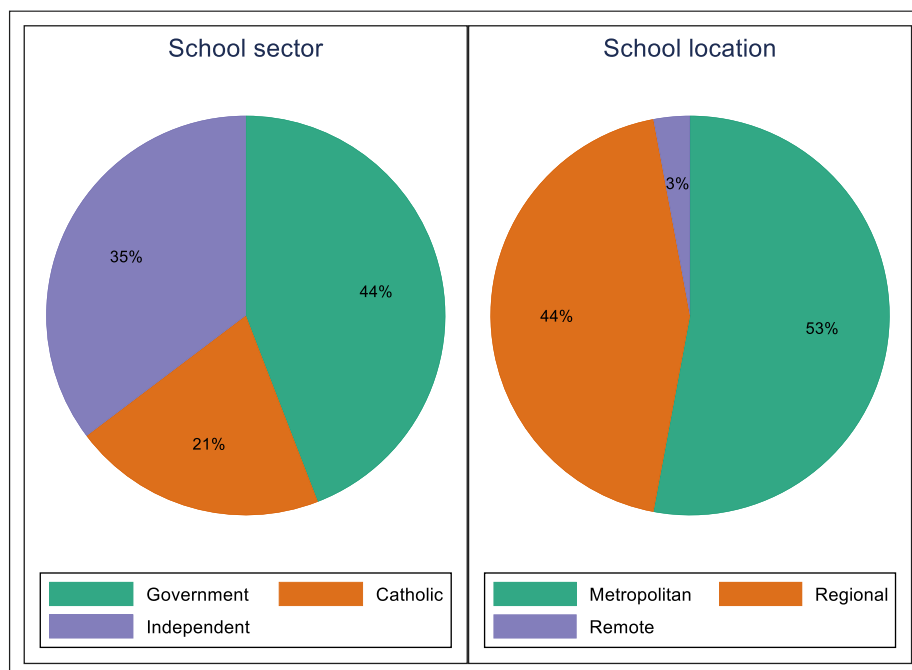
Figure 10: State of residence, Civics and Citizenship survey respondents



State representations among survey respondents was strongest for Queensland (35%), followed by Victoria (13%) and New South Wales (12%) (Figure 10).

Respondents who identified as a teacher, school leader, school or parent were asked in which sector their (child's) school was and in which remoteness region it was located. Under half of these 34 respondents indicated a Government school (44%), 35% indicated an Independent school and 21% a Catholic school (left panel in Figure 11). This compares with the following student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%¹⁰.

Figure 11: School sector and location, Civics and Citizenship survey respondents[^]



[^] Teachers, school leaders, parents and schools.

Just over half of these respondents (53%) further indicated that the school was located in a metropolitan area, 44% that it was in a regional area and 3% that it was in a remote area (right panel in Figure 11). These percentages compare with these student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020¹¹.

Respondent summary and implications for overall results

Of the 60 completed surveys 32% were submitted by teachers and 35% by respondents who were based in Queensland.

Table 9: Most prevalent respondent characteristics, Civics and Citizenship survey respondents

Respondent dimension	Category	n	Percent of all survey completions
State	Queensland	21	35%
Type of respondents	Teacher	19	32%
School sector [^]	Government	15	25%
School location [^]	Metropolitan	18	30%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

¹⁰ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

¹¹ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

Of the 34 teacher, school leader, parent and school respondents 15 were linked to Government schools and 18 to schools in metropolitan areas. The overall survey results are more influenced by these respondent groups than others although none of the categories in Table 9 is large enough to have a dominating influence.

5.2.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Civics and Citizenship was very small. The small number of respondents means that 6 respondents agreeing or not makes a difference of 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6) and should be considered when interpreting the results.

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows the structure of the questionnaire.

The survey also captured feedback that was year-level specific. This feedback has been considered by ACARA in refining the Civics and Citizenship curriculum, however, it is not reported here beyond the number of respondents who provided such detailed feedback.

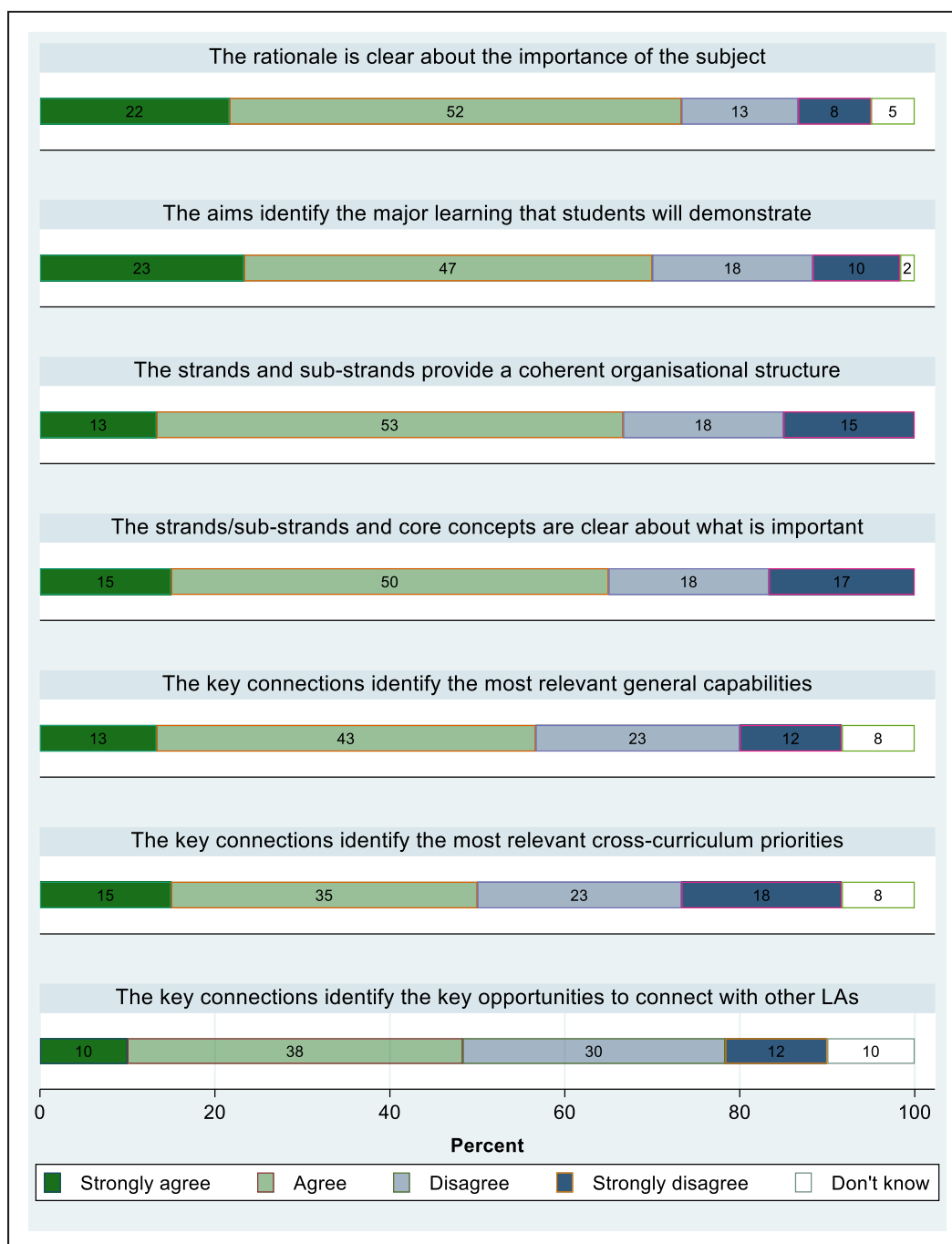
Introductory elements

Respondents were presented with 7 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, and key connections in the introductory sections of the Civics and Citizenship curriculum. The results are reported in Figure 12.

There were differences in the way respondents viewed these statements. Overall, between 48% and 73% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statements that the rationale is clear about the importance of the subject (73% agreement), that the aims identify the major learning (70%) followed by the propositions that the strands and sub-strands provide a coherent organisational structure (65%) and that they and the core concepts are clear about what is important (67%). The 3 statements presenting attributes of the key connections received least agreement (between 48% and 57%).

Levels of disagreement were inversely proportional to the levels of agreement and were highest for the key connection statements.

Figure 12: Introductory elements, Civics and Citizenship survey respondents

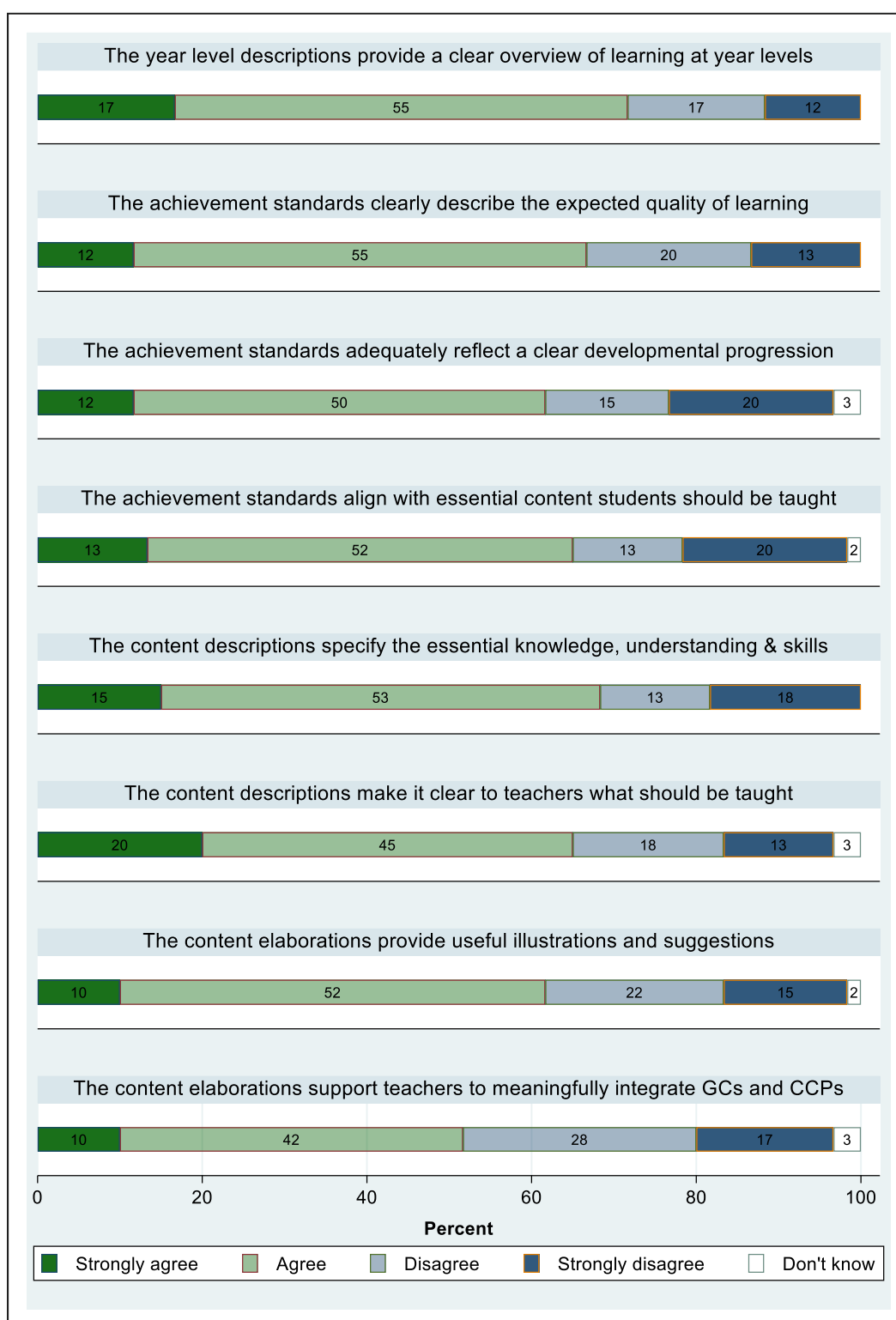


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 13. Between 52% and 72% of respondents agreed or strongly agreed, and between 28% and 45% disagreed or strongly disagreed with the presented statements.

Figure 13: Curriculum elements, Civics and Citizenship survey respondents

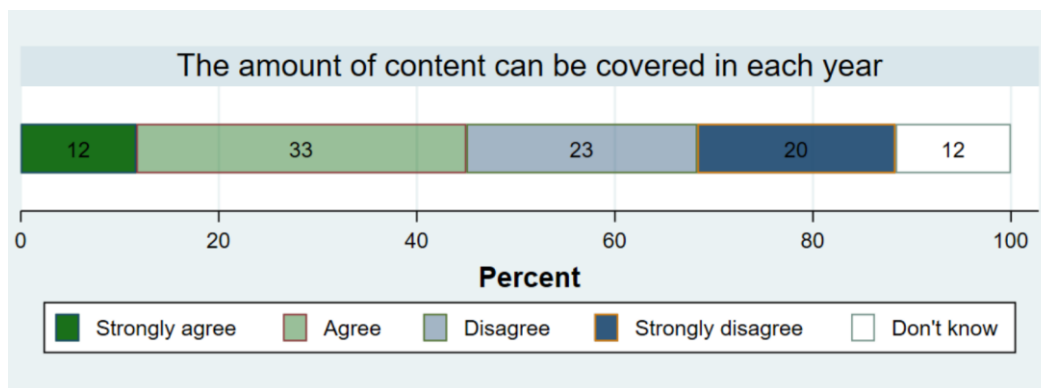


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Of the 8 statements the one that suggests the year level descriptions provide a clear overview of the learning that students should experience attracted the most favourable responses (72% agreement vs 28% disagreement). Expressed levels of agreement were lower for the propositions involving the achievement standards and content descriptions (between 62% and 68% of agreement) and were lowest for the proposition that the content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (52% agreement vs 45% disagreement).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. Agreement (45%) and disagreement (43%) responses were almost evenly spread with 12% of respondents opting for the 'don't know' option (Figure 14).

Figure 14: Amount of content, Civics and Citizenship survey respondents



Those who disagreed or strongly disagreed were asked what content should be removed or what revisions were needed to make the content more manageable. Of the 26 respondents who were asked this question, 20 provided a comment and 6 provided a specific suggestion as to what to remove.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. All of these comments were coded according to the themes and subthemes covered in the code frame.

Table 10 presents the top 5 main themes that emerged from the comments, and their associated subthemes. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme. The top 5 themes were: *content should be removed*; *content should be added*; *clarity*; *other (which included a range of comments often outside the terms of reference of the consultation)* and *inclusive content*. As only a small number of respondents provided feedback to this subject and the latter themes received few comments, only 3 of the themes are discussed in this section.

The most prevalent theme that emerged was *content should be removed*, which was uttered by 14 respondents, 8 of whom did so in a general way without elaborating on which content should be removed. The other 6 suggested very different things, for example:

“Remove the Judicial system from Year 7, it's too much to fit in a year with all the other subjects and is not very relevant to the age group.” (Secondary teacher, Queensland, Independent, Regional).

Nine respondents expressed thoughts under the *content should be added* theme, with only 4 of those making specific, yet varied, suggestions, e.g.:

“We therefore wish to see Civics and Citizenship made compulsory in Years 9 and 10, in addition to Years 7 and 8. With regard to the elaborations, we wish to see greater diversity in the coverage of suggestions for all states and territories. This includes suggestions about how to incorporate South Australian perspectives that are of state and/or national significance.” (Community organisation, South Australia).

Five respondents expressed that clarity could be improved, which was either directed at achievement standards, content descriptions or more generally expressed:

“The Western Australian curriculum has more user friendly language for non-specialist teachers.” (School Western, Australia, Independent, Metropolitan).

Table 10: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Civics and Citizenship survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	14	25.0%
General views that there is content that should be removed	8	13.3%
There is too much emphasis on Indigenous cultures and perspectives	1	1.7%
Various other LA specific content that should be removed	5	8.3%
Content should be added	9	15.0%
General views that additional or new content should be added	5	8.3%
Various other LA specific content that should be added	4	6.7%
Other	7	11.7%
Clarity	6	10.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	3.3%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2	3.3%
The wording of the achievement standards need further clarity	1	1.7%
Inclusive content	3	5.0%
There are concerns around the age-appropriateness of content	3	5.0%

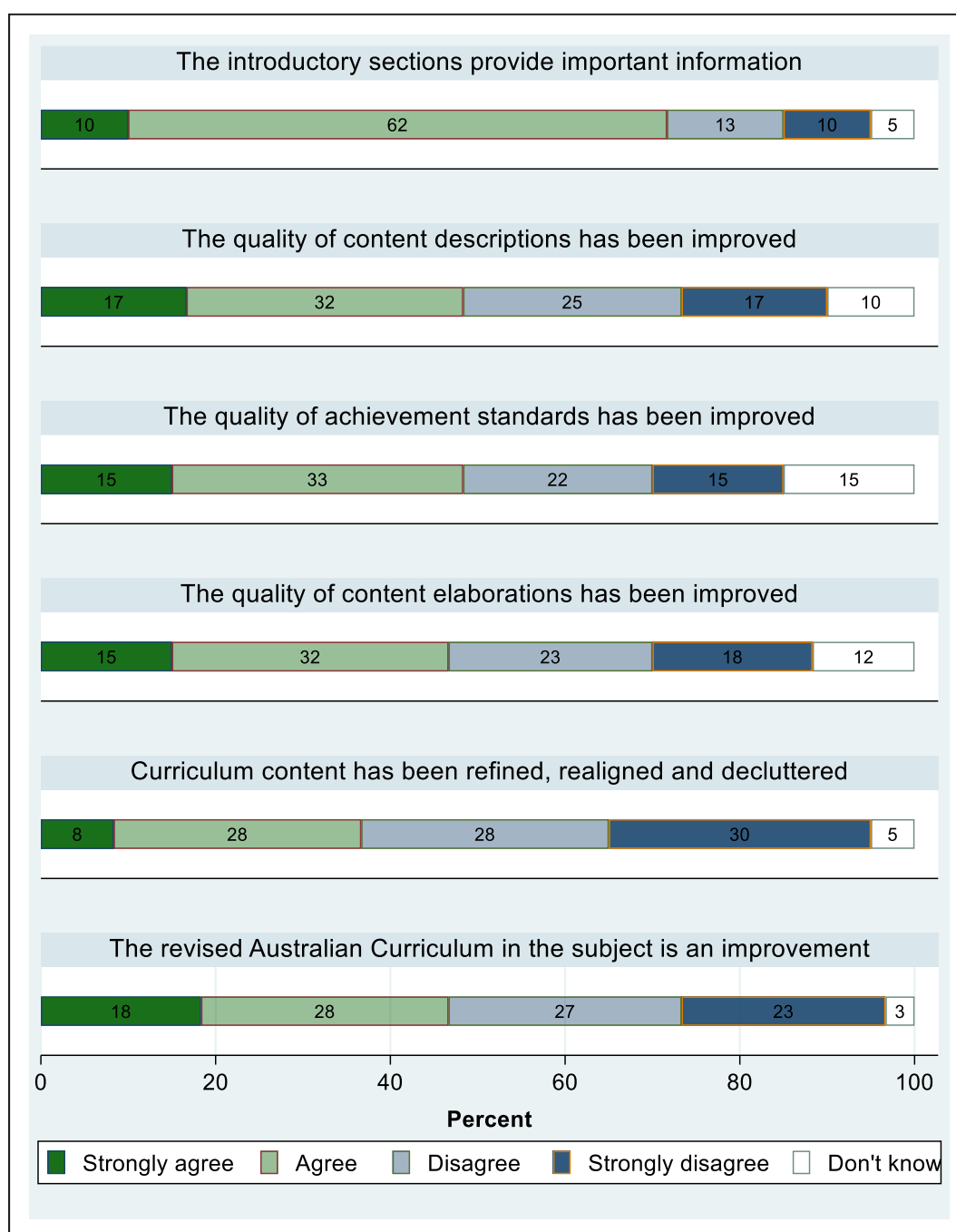
Comments were provided by 20 respondents. Percentages are based on all 60 Civic and Citizenship survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E3 in Appendix E.

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 15. They show that the statements directly related to the TOR received substantially lower agreement (between 37% and 48% agreed or strongly agreed) than the statement about the introductory section (72%).

Figure 15: Overall feedback, Civics and Citizenship survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Civics and Citizenship curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 72% of Civics and Citizenship respondents commented in one of those boxes (Table 11).

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

Table 11: Open-ended comment, Civics and Citizenship survey respondents

Commenting status	n	Percent
Not commented	25	42%
Commented in 'have improved box'	6	10%
Commented in 'further improve' box	15	25%
Commented in both boxes	14	23%
Total	60	100%

The top 5 main themes that emerged from the open-ended responses are listed in Table 12. The top 5 main themes were: *content should be added*; *content should be removed*; *other*; *clarity* and *content has improved or should remain*.

The most prominent theme was *content should be added* to the Civic and Citizenship curriculum, which 27 of the 35 commenting respondents talked to. Comments under this theme expressed or addressed variously perceived gaps in the current curriculum, such as not covering the special aspects of Australia's electoral system, having removed too much content related to Christianity and western heritage, or more broadly ignoring other cultures' (e.g. South East Asian) contributions to Australian society, exploring fundamental questions about life and identity, developing aging and dying literacy, adding excursions for authentic learning, wanting to see elaborations that outline how state-specific histories with national significance can be included in Civic and Citizenship perspectives. These and other suggestions about adding content are included in the Learning area: specific category in the table. This also includes:

"Developing skills of critical enquiry, value and dispositions... Our democratic systems are being challenged and critical thinking is a core skill for students to keep pace with and contribute to an evolving democracy." (Other – Individual, New South Wales)

The *content should be removed* theme also re-emerged with 10 of the 35 respondents stating that there is too much content, for example:

"Some of the content in Year 7 and 8 is too challenging. Less content in more detail would allow less time teaching the content and more time applying it to contemporary issues." (School leader – Secondary, Tasmania, Catholic, Regional).

The theme of *other* was the 3rd leading theme and contained a ranged of comments that fell outside of the terms of reference.

The themes of *clarity* and *content has improved/should remain* were equally ranked as the 4th leading theme. Within the theme of *clarity*, respondents indicated that they perceived improvements to clarity and sequencing and found the curriculum more user-friendly. This encompassed the language of the overall curriculum and organisation of materials as well as specific elements such as content descriptions and achievement standards:

"The order of the content to be covered at each level is much more logical than the current curriculum. The elaborations are more teacher and student friendly. The language is clearer. The inclusion of ideas about how to teach the content descriptions is welcomed." (School leader – Secondary, Australian Capital Territory, Independent, Metropolitan).

"All the work you have obviously put into reviewing and improving the Australian Civics and Citizenship Curriculum has resulted in a more focussed narrative across the year levels. In particular, the stronger focus on active citizenship across the curriculum, supported by practical and hands-on content elaborations, makes for more memorable learning experiences." (Parliamentary Education Office, Australian Parliament)

For the theme of *content has improved or should remain*, the perspectives were varied:

"All the work you have obviously put into reviewing and improving the Australian Civics and Citizenship Curriculum has resulted in a more focussed narrative across the year levels. In

particular, the stronger focus on active citizenship across the curriculum, supported by practical and hands-on content elaborations, makes for more memorable learning experiences.” (Other – Group, Australian Capital Territory).

“Important themes are present centred around the representation of First Nations Peoples in a political sense as well the effect of government policies and laws on Indigenous Australians. Opportunities to explore some initiatives that First Nations Australians have established to address inequity including the Uluru Statement, historical figures who fought for equality, Reconciliation and truth telling.” (Other – Group, Queensland).

Table 12: Aspects that have improved/need further improvement (top 5 themes), Civics and Citizenship survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	27	45%
General views that additional or new content should be added	6	10%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	7	12%
There should be more emphasis on Indigenous cultures and perspectives	4	7%
Various other learning area specific content that should be added	21	35%
Content should be removed	10	17%
General views that there is content that should be removed	8	13%
There is too much emphasis on Indigenous cultures and perspectives	2	3%
Other	10	17%
Clarity	8	13%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The wording of the content descriptions is clearer and/or easier to understand	4	7%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	3	5%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	2	3%
Content has improved/should remain	8	13%
General views that content has improved	3	5%
Content has better alignment with who we want our children to become	1	2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	2	3%
Various other LA specific content that has improved or should remain	4	7%

Comments were provided by 35 respondents. Percentages are based on all 60 Civics and Citizenship survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E4 in Appendix E.

Year-level specific comment

Respondents were also prompted to leave feedback that was specific to individual year levels. Of the 60 respondents 10 provided such detailed feedback, some of whom in relation to multiple year levels.

Table 13 lists the number of respondents who provided feedback for each year level.

Table 13: Year-level specific open-ended feedback provided by Civics and Citizenship survey respondents

Year level	Number of respondents
Year 7	7
Year 8	5
Year 9	5
Year 10	4

Differences between stakeholder groups

The number of respondents was too small to meaningfully explore differences between stakeholder groups.

Summary - survey results

The Civics and Citizenship survey was completed 60 times. Respondents who identified as teachers (32%), who were based in Queensland (35%) and who were linked to schools in metropolitan areas (30% of all respondents¹²) were the largest respondent groups that influence the overall survey results for Civics and Citizenship more so than other respondent groups.

There was a high level of agreement expressed towards the statements on the rationale, the aims, the year level descriptions and the statement that the introductory sections provide important information. Levels of agreements for these statements ranged from 70% to 73% (Figure 16).

Levels of agreement were lower (between 62% and 68%) for propositions involving aspects of content descriptions, achievement standards and organisational structure (strands/sub-strands and core concepts). Still less favourable were perceptions on aspects of the key connections, the proposition that the content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities, 4 of the 5 TOR statements and the suggestion that the amount of content can be managed each year (between 45% and 57% agreement). Respondents were least likely to approve of the TOR statement that the curriculum content had been refined, realigned and decluttered (37% agreement vs 58% disagreement).

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the HASS F-6 curriculum could lie in:

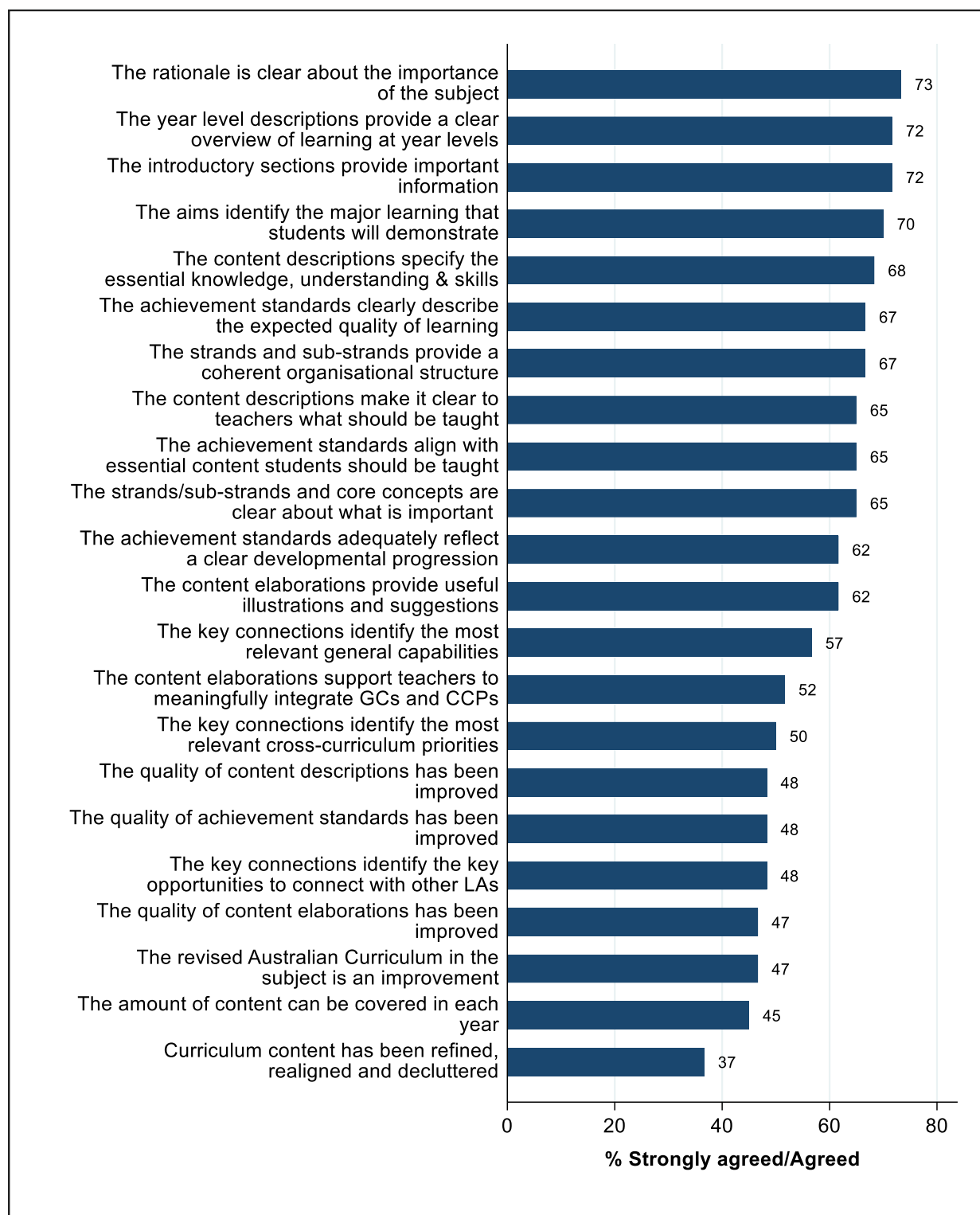
- The manageability of the amount of content (43% disagreement);
- The key connections sections identifying the most relevant cross-curriculum priorities (42% disagreement) and key opportunities to connect with other learning areas (42% disagreement); and
- The content elaborations supporting teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (45% disagreement).

Some of the open-ended feedback reflects the perceived content overload with some respondents suggesting the removal of content in generic or more specific ways. However, there was even more interest in adding new content to the curriculum with that interest expressed in heterogeneous ways.

Given the small number of respondents to this survey extra care should be taken when interpreting the results.

¹² Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

Figure 16: All statements, Civics and Citizenship survey respondents



5.3 Economics and Business (Year 7-10)

This section presents results for Economics and Business and starts by drawing a profile of participants who provided feedback on the Economics and Business curriculum.

5.3.1 Survey respondent profile

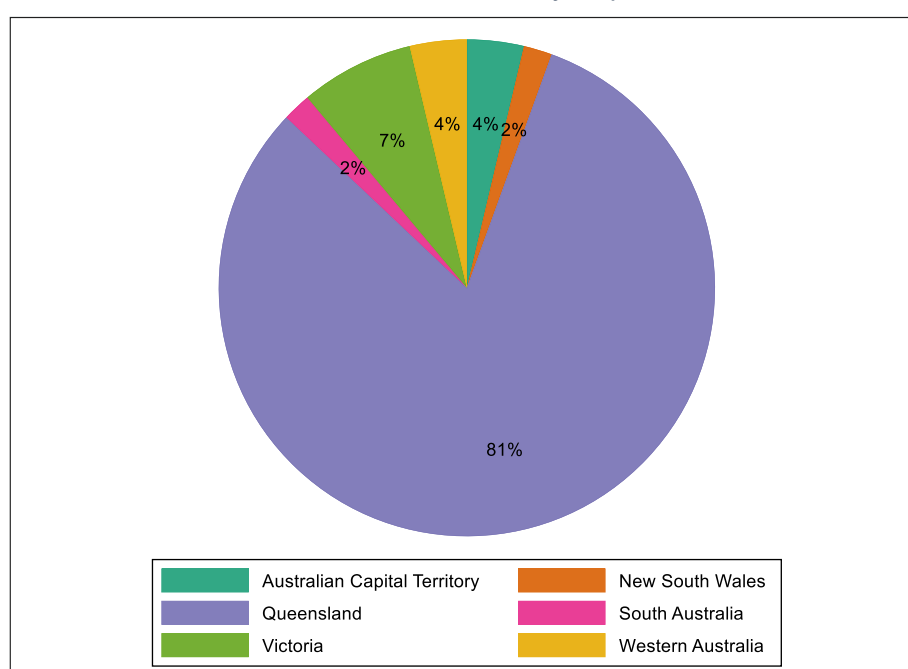
Of the 54 respondents who completed the Economics and Business survey more than half were teachers (56%). The next largest groups were school leaders (13%) and schools (11%). Combined, the 3 groups constituted 80% of all respondents. Table 14 lists all respondent types.

Table 14: Type of survey respondent, Economics and Business survey respondents

Type of respondent	n	Percent
Individual respondent		
Teacher	30	55.6%
School leader	7	13.0%
Academic	1	1.9%
Parent	2	3.7%
Employer/business	3	5.6%
Other - Individual	2	3.7%
Group respondent[^]		
School	6	11.1%
Professional association	1	1.9%
Education authority	1	1.9%
Other - Group	1	1.9%
Total	54	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

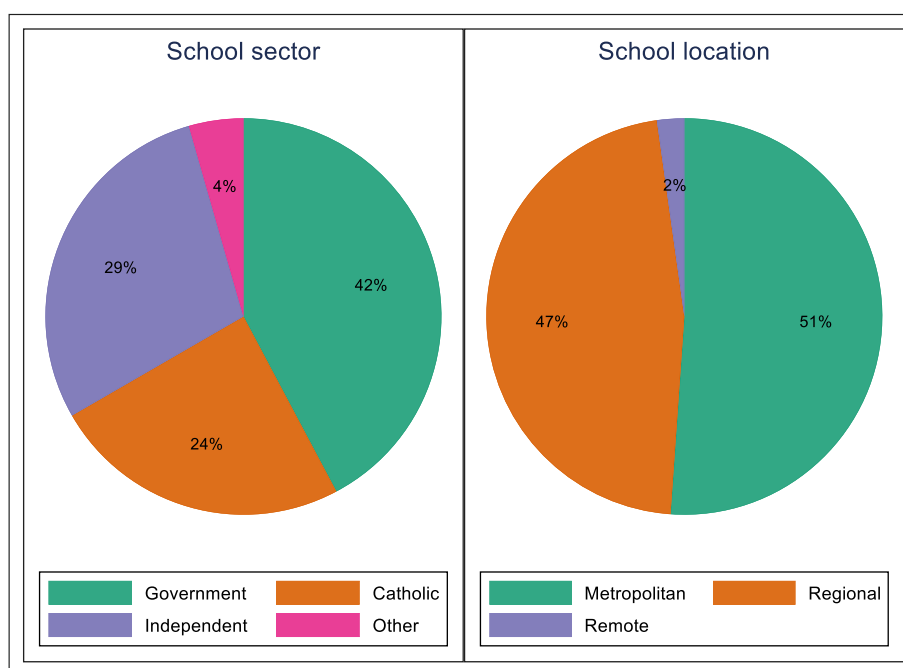
Figure 17: State of residence, Economics and Business survey respondents



State representation among survey respondents was particularly strong for Queensland: 44 of the 54 respondents (81%) were from that state (Figure 17).

Respondents who identified as a teacher, school leader, parent or school (n=45) were asked in which sector their (child's) school was and in which remoteness area it was located. About 42% of these respondents indicated a Government school, 29% an Independent school and 24% a Catholic school (left panel in Figure 18).

Figure 18: School sector and location, Economics and Business survey respondents[^]



[^] Teachers, school leaders, parents and schools.

'Other' responses in the pie chart relate to staff who worked across schools or parents who had children in multiple schools.

Just over half of those respondents (51%) also indicated a school in a metropolitan area, 47% a school in a regional area and 2% a school in a remote area (right panel in Figure 18).

Respondent summary and implications for overall results

Of the 54 completed surveys 56% were submitted by teachers and 81% by respondents who were based in Queensland. Of 54 teacher, school leader, parent and school respondents 23 were linked to schools in metropolitan areas, and 19 to Government schools. The overall survey results are most influenced by these respondent groups.

Table 15: Most prevalent respondent characteristics, Economics and Business survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Type of respondents	Teacher	30	56%
State	Queensland	44	81%
School sector [^]	Government	19	35%
School location [^]	Metropolitan	23	43%

[^]This information was only captured from participating teachers, school leaders, schools and parents while the percentage in the last column is based on all respondents.

5.3.2 Survey results

Overall survey results are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 80% of all respondents. Overall results are further shaped by respondents from Queensland (who constitute 81% of all respondents). While some stakeholder details were captured during the survey, it is uncertain to which extent survey respondents are representative of stakeholder groups (e.g. to which extent participating teachers from Queensland were representative of teachers in Queensland).

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Economics and Business was very small. The small number of respondents means that 5 respondents agreeing or not makes a difference of about 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6) and should be considered when interpreting the results.

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows the structure of the questionnaire.

The survey also captured feedback that was year-level specific. This feedback has been considered by ACARA in refining the Economics and Business curriculum, however, it is not reported here beyond the number of respondents who provided such detailed feedback.

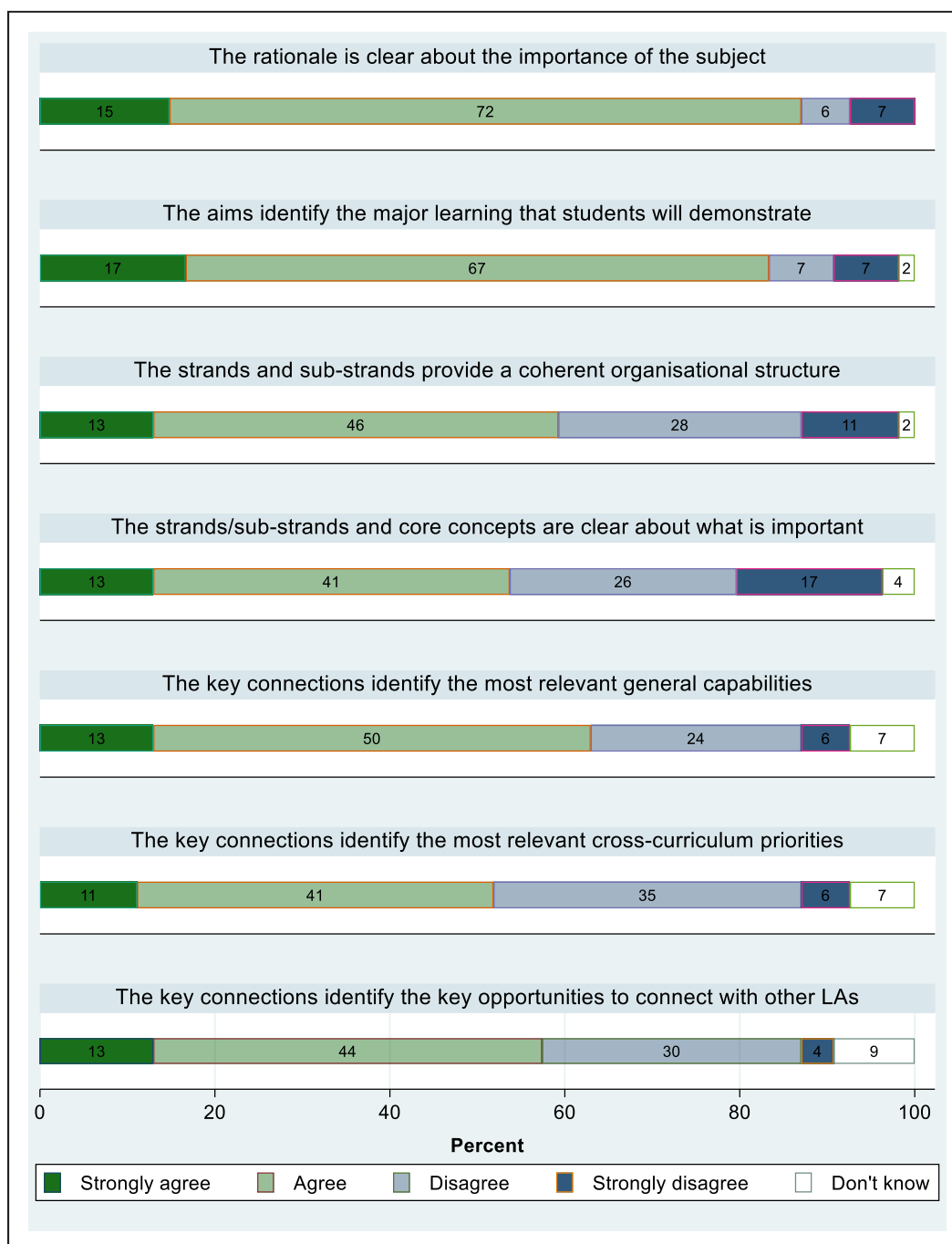
Introductory elements

Respondents were presented with 7 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, and key connections in the introductory sections of the Economics and Business curriculum. The results are reported in Figure 19.

Overall, between 52% and 87% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statements that the rationale is clear about the importance of the subject (87% agreement) and that the aims identify the major learning that students will demonstrate (83%).

Respondents were considerably less likely to agree or strongly agree with the other 5 statements on the strands and key connections. The level of agreement for these statements was between 52% and 63%.

Figure 19: Introductory elements, Economics and Business survey respondents



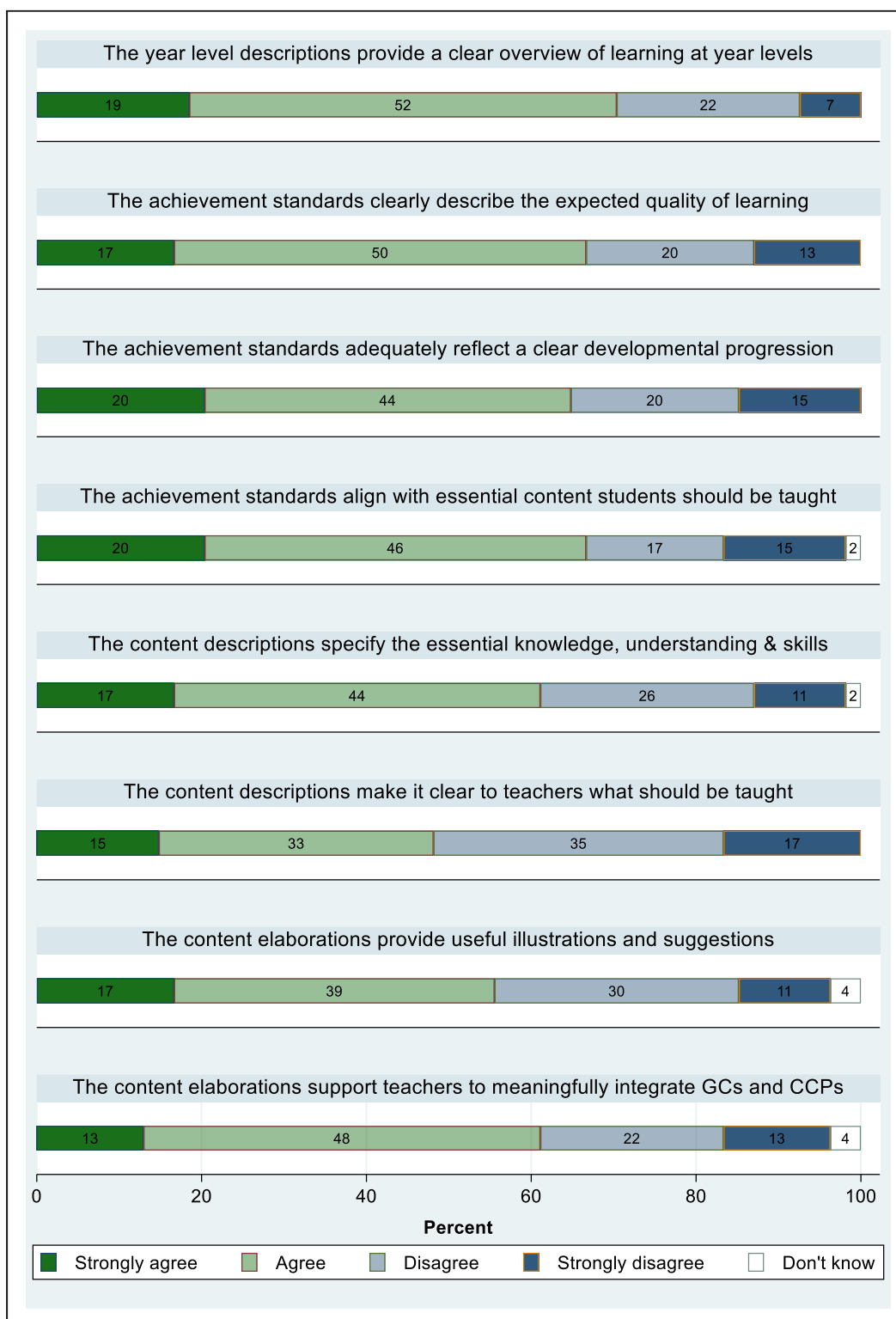
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 20. Between 48% and 70% of respondents agreed or strongly agreed, and between 30% and 52% disagreed or strongly disagreed with the presented statements.

Responses were most favourable in relation to the year level descriptions providing a clear overview of the learning that students should experience (70% agreement). They were least favourable for the proposition that the content descriptions make it clear to teachers what should be taught (48% agreement vs 52% disagreement).

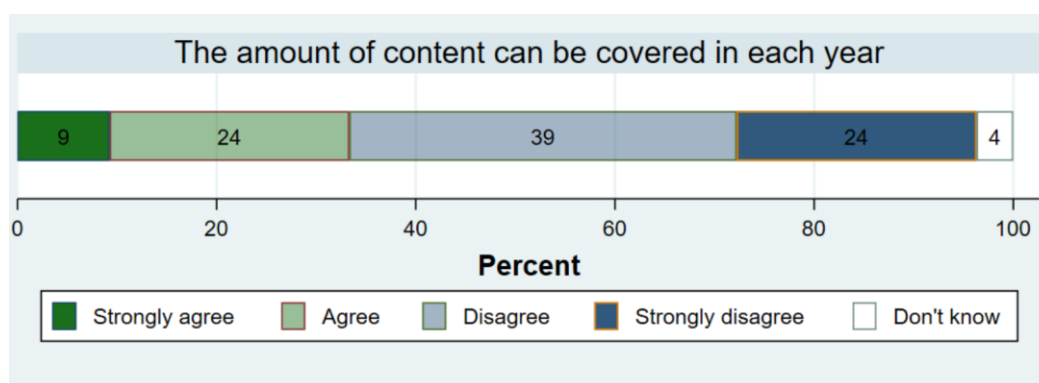
Figure 20: Curriculum elements, Economics and Business survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. More respondents expressed disagreement (63%) than agreement (33%) with 4 percent of respondents opting for the 'don't know' option (Figure 21).

Figure 21: Amount of content, Economics and Business survey respondents



Those who disagreed or strongly disagreed were asked what content should be removed or what revisions were needed to make the content more manageable. Of the 34 respondents who were asked this question, 32 provided a comment, including 14 who provided a specific suggestion for what to remove.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. These comments were coded according to the themes and subthemes covered in the code frame.

The top 5 main themes and the associated subthemes that emerged from feedback given by those 32 respondents are listed in Table 16. The top 5 main themes were: *content should be removed*; *content should be added*; *inclusive content*; *clarity* and *implementation* (with comments in this theme technically out of scope of the terms of reference). It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

The most prevalent theme expressed by this group of respondents was *content should be removed*, which applied to utterances of 23 respondents. More than half of those (13) did only express this theme in a general way. Others were more specific and collectively expressed a variety of things. This is reflected in the next quote, which expresses a number of matters delivered by the same professional association:

"Remove references to 'E&B environments' as they add clutter to the curriculum (AC9HE7K03) (AC9HE7K04) (AC9HE8K02) (AC9HE8K04) (AC9HE8K05) (AC9HE9K03) (AC9HE9K04) (AC9HE10K05) Remove token references to Australian First Nation peoples in all year levels (AC9HE7K04) (AC9HE8K05) (AC9HE9K05) (AC9HE10K05) Year 8 focus on markets and reduce the Year 8 content significantly. Remove taxation from Year 8 and place this in a later year (AC9HE8K03)." (Professional association, Queensland).

Some examples of suggestions include the removal of taxation from Year 8 and reducing content on economic bases. Some of the suggestions entailed moving specific content to later year levels and/or more complex restructuring of content.

The 2nd leading theme related to *content should be added*, and again captured a range of perspectives for what should added or expanded:

"We also need to ensure that Accounting is covered before they make subject selections at the beginning of yr10". (Secondary teacher, Queensland, Independent, Metropolitan).

"...it could align with more regional and rural communities by inserting some more skills, for example: financial documents, running business ventures, communication, meetings, etc. Practical skills that students need to be able to run their own business like tradies and the decisions that they need to consider." (Secondary teacher, Queensland, Catholic, Regional).

Table 16: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Economics and Business survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	23	43%
General views that there is content that should be removed	13	24%
There is too much emphasis on Indigenous cultures and perspectives	6	11%
Various other LA specific content that should be removed	12	22%
Content should be added	11	20%
General views that additional or new content should be added	3	6%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	8	15%
Inclusive content	10	19%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	1	2%
There are concerns around the age-appropriateness of content	9	17%
Clarity	9	17%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	4%
The wording of the content descriptions is clearer and/or easier to understand	2	4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	13%
The wording of the achievement standards need further clarity	1	2%
Implementation (out of scope)	9	17%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	4	7%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	1	2%
Support for implementation	7	13%

Comments were provided by 32 respondents. Percentages are based on all 54 Economics and Business survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E5 in Appendix E.

A number of the suggestions for adding content were uttered in conjunction with removing content. This, for example included perceptions that there was too much economics relative to business content.

"The curriculum is too focused on Economics, and does not give way to focus within the context of the senior syllabus for Business. This does not stream well with General Business, nor Business Studies. The curriculum is more aligned to only Senior Economics." (School leader – Secondary, Queensland, Government, Regional).

Other issues that were raised by a few respondents related to the age appropriateness of content (n=9), opportunities or need to further revise content descriptors (n=7), and required support for implementing the revised curriculum (n=7).

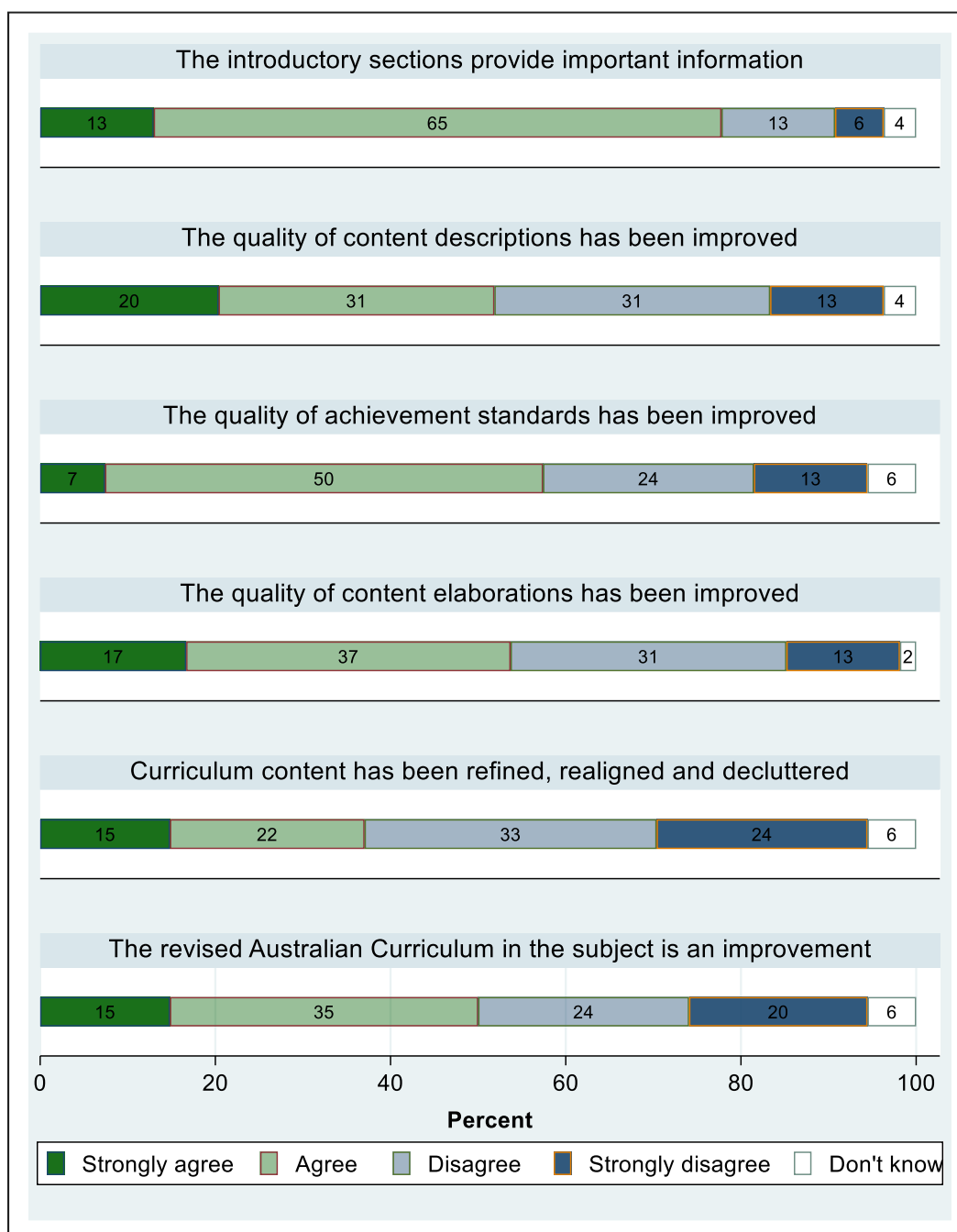
Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content

had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 22. Respondents were much more likely to agree or strongly agree with the introductory statement than the 5 TOR statements. The former received 78% of agreement and the latter between 37% and 57%.

Figure 22: Overall feedback, *Economics and Business* survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

The statement that the curriculum content had been refined, realigned and decluttered was met by the least favourable response with the level of disagreement (57%) notably outweighing the level of agreement (37%).

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Economics and Business curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 3 in 5 survey respondents (59%) commented in one of those boxes (Table 17).

Table 17: Open-ended comment, Economics and Business survey respondents

Commenting status	n	Percent
Not commented	22	41%
Commented in 'have improved box'	8	15%
Commented in 'further improve' box	7	13%
Commented in both boxes	14	31%
Total	54	100%

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below. The top 5 main themes that emerged from the open-ended responses are listed in Table 18, and included: *content should be added*; *content should be improved*; *content has improved and/or should remain*; *clarity* and *implementation* (which was again technically out of scope of the terms of reference of the consultation).

Respondents were most likely to express thoughts on adding content (n=16), removing content (n=13), commenting on clarity (n=9), implementation issues (n=8), and on improvements of content (n=13). The former 4 of these 5 main themes and their associated subthemes had very similarly emerged earlier (see Table 16 and the associated textual presentation). Expressions of approval for the revised content (the latter theme) were more prevalent in this part of the survey, likely as a result of the direct prompting in this regard.

"Financial Basics Foundation commends the updates which reinforce the importance of delivery of personal financial literacy education with this learning area. This draft offers significant additional content and context – for example superannuation - which supports students to develop personal financial capability. These updates reflect the priorities outlined by the Australian Government within its National Financial Capability Strategy 2018, notably the importance of educating the next generation, particularly through the formal education system. Considering that Financial Capability is not currently a core priority of the Australian curriculum, it's encouraging to see this update aligning the Economics and Business curriculum with the National Financial Capability Strategy 2018." (Other – Group, Victoria).

"The use of language/phrasing that is more closely aligned with Senior Business is great, as is the shift in focus to greater understanding of why and how a concept may impact on other entities - not just an identification of the concept." (Secondary teacher, Queensland, Independent, Metropolitan).

"The inclusion of superannuation and taxation is an improvement as is the realignment of some concepts." (Secondary teacher, Queensland, Government, Regional).

Sometimes, approval of revised content was accompanied by thoughts on further improving the curriculum:

"The introduction of tax and superannuation are welcome and useful additions, but they need to be managed and incorporated in a more considered way than separating them by 2 years, whereas in real life students may encounter these terms at the same time when they begin to contribute to the Australian economy if they become casually employed... The specific reference to financial institutions is useful as previously they were implicitly incorporated in the content descriptions. However, it needs to be thoughtfully placed and not sandwiched between tax in Year 8 and

superannuation in Year 10... The merging of work and work futures with financial literacy is appropriate as they are interconnected... The continued focus on contemporary issues/events is commended.” (Queensland Economic Teachers Association)

Some comments about improvements were captured under the 4th leading theme, *clarity*.

“The careful use of language in the proposals to describe the content is appreciated. More clarity and some flexibility.” (School leader – Secondary, Queensland, Government, Regional).

Table 18: Aspects that have improved/need further improvement (top 5 themes), Economics and Business survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	16	30%
General views that additional or new content should be added	4	7%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	5	9%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	10	19%
Content should be removed	13	24%
General views that there is content that should be removed	7	13%
There is too much emphasis on Indigenous cultures and perspectives	2	4%
Various other LA specific content that should be removed	8	15%
Content has improved/should remain	12	22%
General views that content has improved	2	4%
Content has better alignment with rationale/aim of learning area	1	2%
Content has better alignment with who we want our children to become	1	2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	3	6%
Various other LA specific content that has improved or should remain	9	17%
Clarity	9	17%
The overall language of the curriculum is clearer and/or easier to understand	2	4%
The wording of the content descriptions is clearer and/or easier to understand	1	2%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	4	7%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	2	4%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	1	2%
Implementation (out of scope)	8	15%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	2	4%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	2	4%
Support for implementation	4	7%

Comments were provided by 29 respondents. Percentages are based on all 54 Economics and Business survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E6 in Appendix E.

Overall, there were fairly evenly mixed perceptions on the extent to which the proposed revisions had improved clarity and ease of readability. Comments related to the language of the overall curriculum and organisation of material, as well as specific elements, such as content descriptions and achievement standards.

Year-level specific comment

Respondents were also prompted to leave feedback that was specific to individual year levels. Of the 54 respondents 16 provided such detailed feedback, some of whom in relation to multiple year levels. Table 19 lists the number of respondents who provided feedback for each year level.

Table 19: Year-level specific open-ended feedback provided by Economics and Business survey respondents

Year level	Number of respondents
Year 7	7
Year 8	6
Year 9	8
Year 10	9

Differences between stakeholder groups

The number of respondents for the Economics and Business curriculum was too small for meaningfully investigating differences between stakeholder groups.

Summary - survey results

The Economics and Business survey was completed 54 times. Respondents who identified as teachers (56%) and who were based in Queensland (81%) were particularly prevalent among respondents. Participating teachers, school leaders, parents and schools (45 of the 54 respondents) were most commonly linked to Government schools (n=19) and schools in metropolitan areas (n=23). These were the largest respondent groups that influence the overall survey results for Economics and Business.

Figure 23 shows the 22 survey statements in descending order based on the level of agreement they received. The level of agreement was highest for the propositions on the rationale (87%), aims (83%) and that the introductory sections provide important information (78%). These statements sit at the upper end in Figure 23.

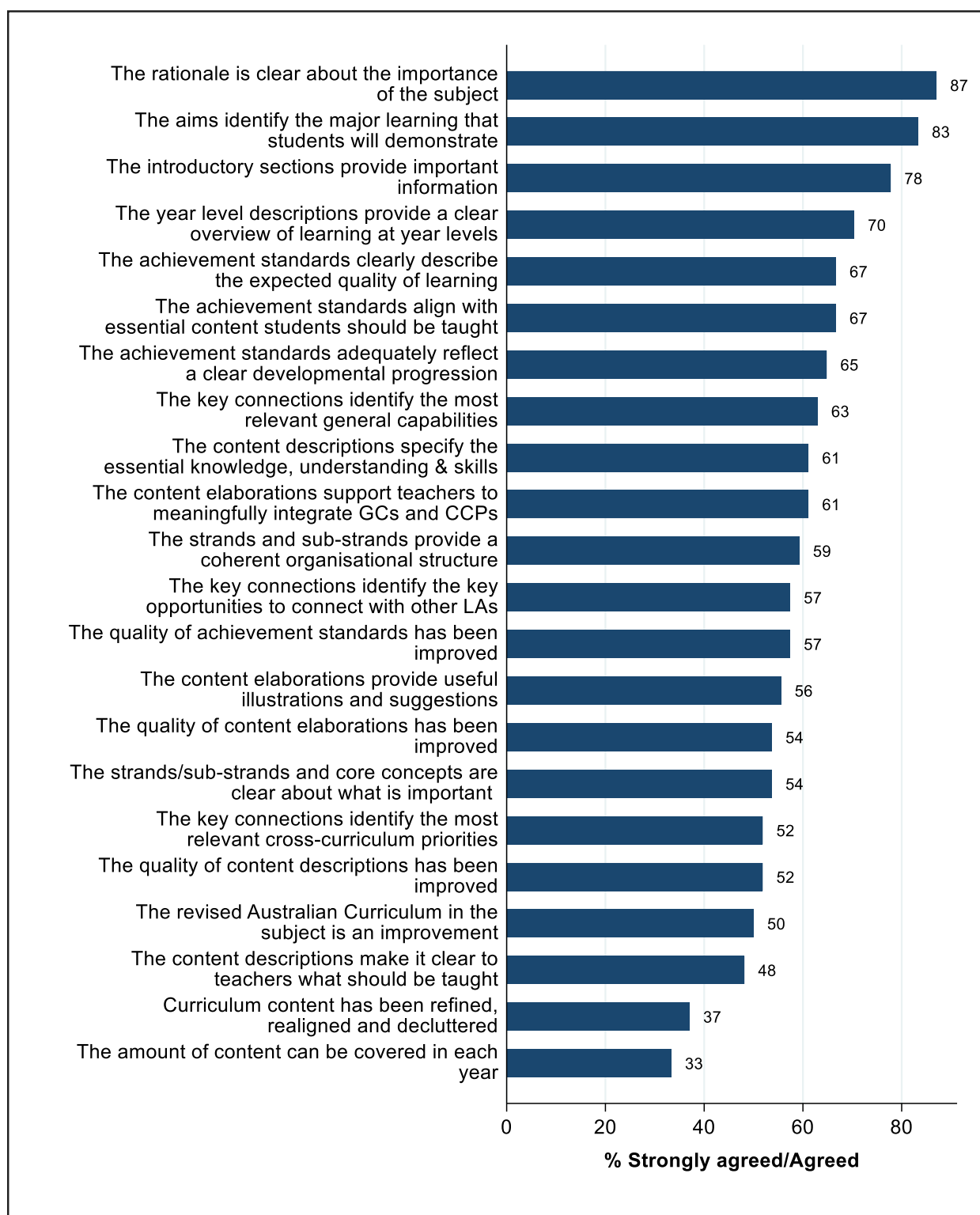
The number of 54 respondents means that 5 respondents agreeing or strongly agreeing or not makes a difference of more than 9 percentage points to the level of agreement for Economics and Business. Because results can be notably affected by small numbers of respondents the information in the graph is not commented on in more detail. What can be pointed out is that the statements that attracted less agreement and which are placed in the bottom half of the graph encompass some quality/ies of various elements of the curriculum – key connections, content descriptions, content elaborations and strands in addition to the TOR statements and the statement about the manageability of the content.

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the Economics and Business curriculum could lie in:

- The manageability of the amount of content (63% disagreement);
- The content descriptions making it clear what should be taught (52% disagreement);
- The strands/sub-strands and key concepts being clear about what is important in the subject (43% disagreement);
- The key connections sections identifying the most relevant cross-curriculum priorities (41% disagreement); and

- The content elaborations providing useful illustrations and suggestions on how to plan and teach content (41% disagreement).

Figure 23: All statements, Economics and Business survey respondents



Open-ended feedback focused on adding and/or removing content, for example, in the context of adjusting a perceived imbalance between Economics and Business content or to reduce perceived overlap/duplication of content; and on commenting positively on the revised curriculum.

Overall survey results are dominated by respondents who self-identified as school professional staff (teachers, school leaders and schools constitute 80% of all respondents) and by respondents from Queensland (who constitute 81% of all respondents). The Queensland-specific context in which the curriculum is implemented may therefore affect the overall results. Due to the small number of respondents extra care should be taken when interpreting the results for Economics and Business.

5.4 Geography (Year 7-10)

This section presents results for Geography and starts by drawing a profile of participants who provided feedback on the Geography curriculum.

5.4.1 Survey respondent profile

The Geography survey was completed 59 times. The most common types of respondents were teachers (44%), followed by school leaders (19%) and schools (14%) (Table 20). Combined, these 3 respondent groups constituted 76% of all survey respondents.

Table 20: Type of survey respondent, Geography survey respondents

Type of respondent	n	Percent
Individual respondent		
Teacher	26	44.1%
School leader	11	18.6%
Academic	3	5.1%
Student	1	1.7%
Other - Individual	4	6.8%
Group respondent[^]		
School	8	13.6%
Professional association	2	3.4%
Education authority	2	3.4%
Community organisation	1	1.7%
Other - Group	1	1.7%
Total	59	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

State representation among survey respondents was strongest for Queensland (49%), which was almost 2.5 times its share of the national population (20.2%¹³). This was followed by respondents from Victoria (17%) and New South Wales (12%) with both of their representations below their respective shares of the national population (25.9% for Victoria and 31.8% for New South Wales¹⁴) (Figure 24).

¹³ Source: Australian Bureau of Statistics, National, state and territory population December 2020.

¹⁴ As above.

Figure 24: State of residence, Geography survey respondents

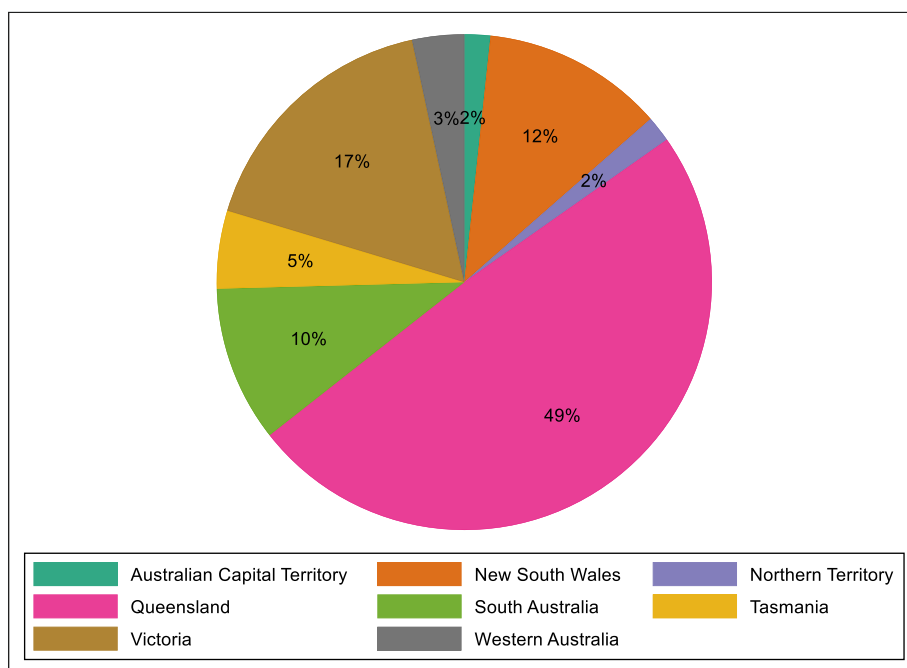
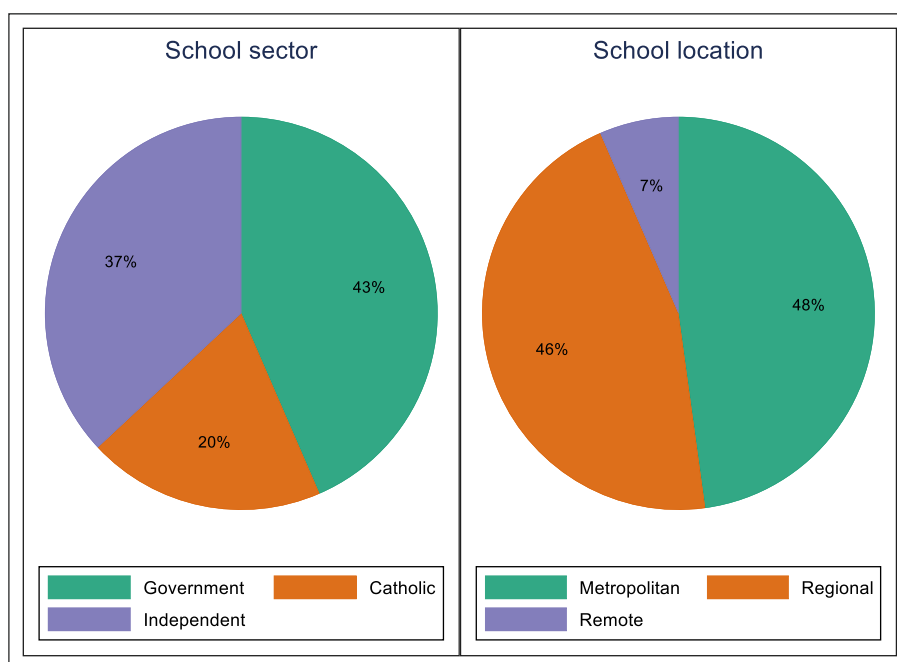


Figure 25: School sector and location, Geography survey respondents[^]



[^] Teachers, school leaders, students and schools.

Respondents who identified as a teacher, school leader, student or school (46 of the 59 respondents) were asked in which sector their school was and in which remoteness area it was located. About 43% of those respondents indicated a Government school, 37% an Independent school and 20% a Catholic school (left panel in Figure 25). This notably deviated from the student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%¹⁵.

About 48% of those respondents indicated that the school was located in a metropolitan area, 46% that it was in a regional area and 7% that it was in a remote area (right panel in Figure 25). This too deviated

¹⁵ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

markedly from the student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020¹⁶.

Respondent summary and implications for overall results

Of the 59 completed surveys 44% were submitted by teachers and 49% by respondents who were based in Queensland. Of the 46 teacher, school leader, student and school respondents 22 were linked to schools in metropolitan areas, and 20 to Government schools. The overall survey results are more influenced by these larger respondent groups than smaller groups.

Table 21: Most prevalent respondent characteristics, Geography survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Type of respondents	Teacher	26	44%
State/territory	Queensland	29	49%
School sector [^]	Government	20	34%
School location [^]	Metropolitan	22	27%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

5.4.2 Survey results

Given the universe of relevant teacher, school leader, parent and other stakeholder populations in Australia, the number of survey respondents for Geography was very small. The small number of respondents means that 6 respondents agreeing or not makes a difference of about 10 percentage points. Reported proportions are therefore volatile to small differences in responses. This adds another dimension to the general limitations of the consultation design (see Section 3.4.6) and should be considered when interpreting the results.

Overall survey results for Geography are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 75% of all respondents. Overall results are further shaped by respondents from Queensland (who constitute 49% of all respondents). While some stakeholder details were captured during the survey, it is uncertain to which extent survey respondents are representative of stakeholder groups (e.g. to which extent participating teachers from Queensland were representative of teachers in Queensland).

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows the structure of the questionnaire.

Introductory elements

Respondents were presented with 7 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, and key connections in the introductory sections of the Geography curriculum. The results are reported in Figure 26.

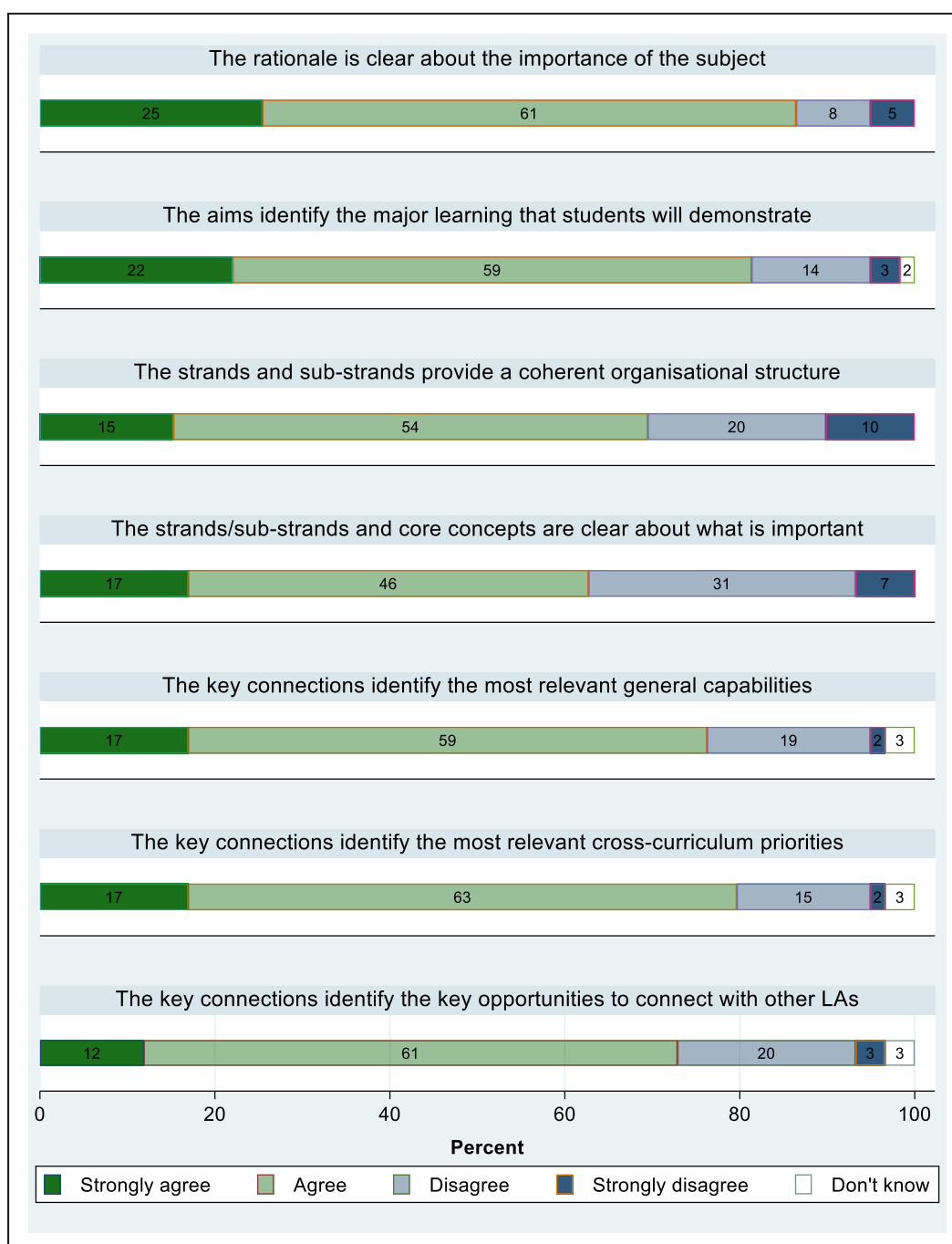
Overall, between 63% and 86% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statement that the rationale is clear about the importance of the subject (86%) followed by the propositions that the aims identify the major

¹⁶ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

learning (81%) and that the key connections section identifies the most relevant cross-curriculum priorities (80%).

The level of agreement was lowest for the suggestion that the strands/sub-strands and core concepts are clear about what is important in the subject (63%). Levels of expressed disagreement (disagreed and strongly disagreed responses) ranged from 14% to 37% and were inversely related to levels of agreement: it was highest for the strand and core statement.

Figure 26: Introductory elements, Geography survey respondents



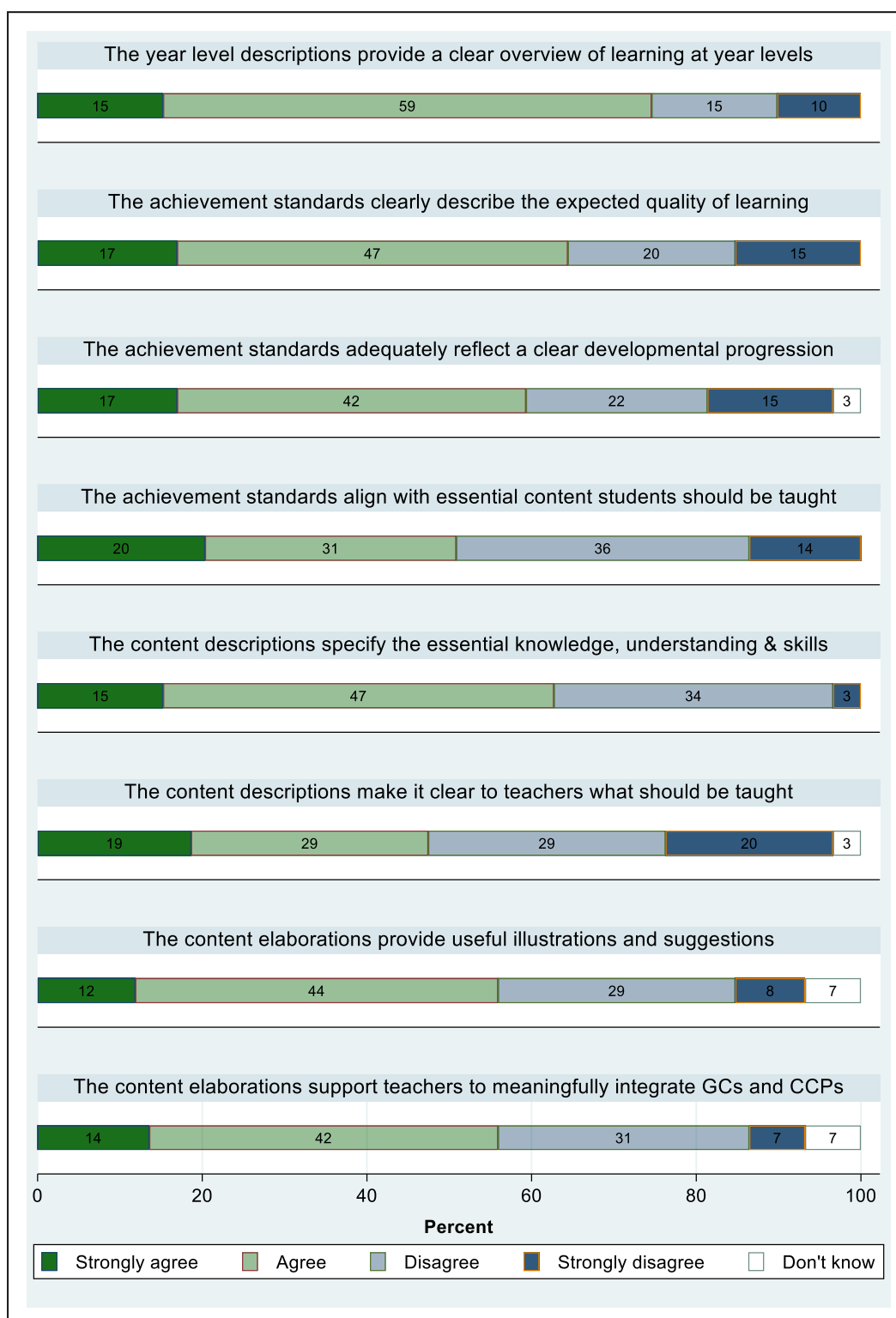
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions

in this section are shown in Figure 27. Between 47% and 75% of respondents agreed or strongly agreed, and between 25% and 49% disagreed or strongly disagreed with the presented statements.

Figure 27: Curriculum elements, Geography survey respondents



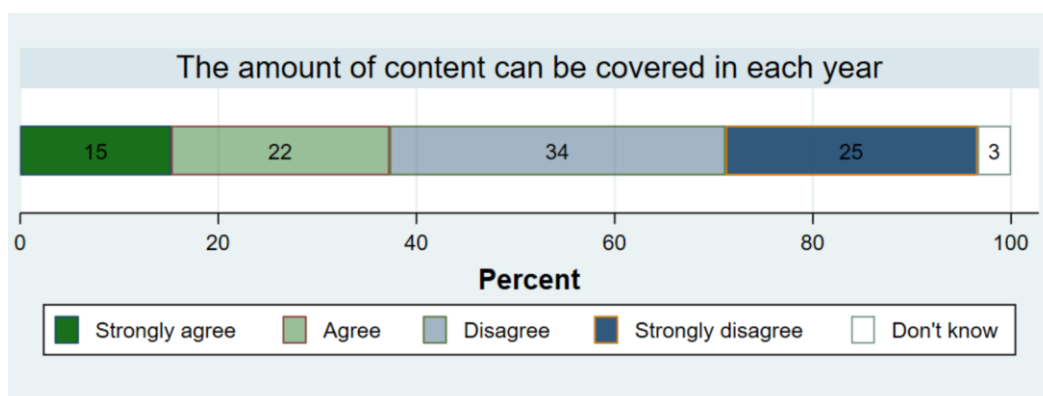
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Responses were most favourable towards the year level descriptions providing a clear overview of the learning students should demonstrate (75% agreement vs 25% disagreement). They were least favourable towards the 2 statements that clarify what content should be taught: the statement that the learning

described in the achievement standards aligns with essential content that should be taught received 51% agreement (vs 49% disagreement) and the statement that the content descriptions make it clear to teachers what should be taught attracted 47% agreement (vs 49% disagreement).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. Notably more respondents expressed disagreement (59%) than agreement (37%) with 25% of respondents strongly disagreeing with the statement (Figure 28).

Figure 28: Amount of content, Geography survey respondents



Those who disagreed or strongly disagreed were asked what content should be removed or what revisions were needed to make the content more manageable. Of the 35 respondents who were asked this question, 31 provided a comment, including 12 who provided a specific suggestion of content to remove.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. These comments were coded according to the themes and subthemes covered in the code frame.

The top 5 main themes and their subthemes that emerged from feedback given by those 31 respondents are listed in Table 22. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

The strongest main themes that emerged from the responses were *content should be removed* (n=22) and *content should be added* (n=13), however, these split into various subthemes which include general views and the *Learning area specific: Other* subthemes. The latter category combines a variety of different, at times quite specific, and not always collectively consistent suggestions. In this sense this category cannot be seen as reflecting a homogenous subtheme. The following examples demonstrate the diversity of perspectives regarding *content that should be added* and sometimes within the same comments, the diversity of suggestions on what *content should be removed*:

“Year 9 Scope and Sequence of the Physical Geography unit should focus on anthropogenic impacts to biodiversity or biomes at the micro and macroenvironmental scales. This means the removal of food security aspect of the unit as the major scope of the unit. Food Security has firm physical and human geographical aspects.” (Secondary teacher, Queensland, Government, Metropolitan).

“From my experience (teaching these subjects > 50 years) I would suggest a few more explicit examples of what areas need to be taught would help in school level program development.” (Secondary teacher, Queensland, Government, Metropolitan).

“Year 7 - needs the flows of water in the water cycle; allow for local field investigation opportunities for both topics - not just international case studies.” (Secondary teacher, Queensland, Catholic, Metropolitan).

“Some areas should be reconsidered for deletion e.g. (AC9HG8K06) where there is little to be gained in evaluating USA (too similar to Australia) whereas understanding the development of unofficial settlements and habitats in Asia would be much more relevant and is covered in (AC9HG8K05).” (Professional association, Victoria).

Table 22: Content that should be removed or revisions needed to make content more manageable (top 5 themes), Geography survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	22	37%
General views that there is content that should be removed	14	24%
There is too much emphasis on Indigenous cultures and perspectives	2	3%
Various other LA specific content that should be removed	11	19%
Implementation (out of scope)	15	25%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	9	15%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	2	3%
Support for implementation	5	8%
Content should be added	13	22%
General views that additional or new content should be added	3	5%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	10	17%
Clarity	12	20%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	4	7%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	17%
The wording of the achievement standards need further clarity	1	2%
Introductory elements	6	10%
The strand/core concepts need further improvement	6	10%
Other	6	10%

Comments were provided by 31 respondents. Percentages are based on all 59 Geography survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E7 in Appendix E.

Looking at the prevalence of the remaining subthemes, the issues of most interest to those 31 respondents who left a comment at this point in the survey pertained to better wording of the content descriptions to increase clarity and understanding (n=10), the need to further improve the strands/sub-strands and/or core concepts (n=6), and comments and suggestions related to pedagogies (n=9). For example:

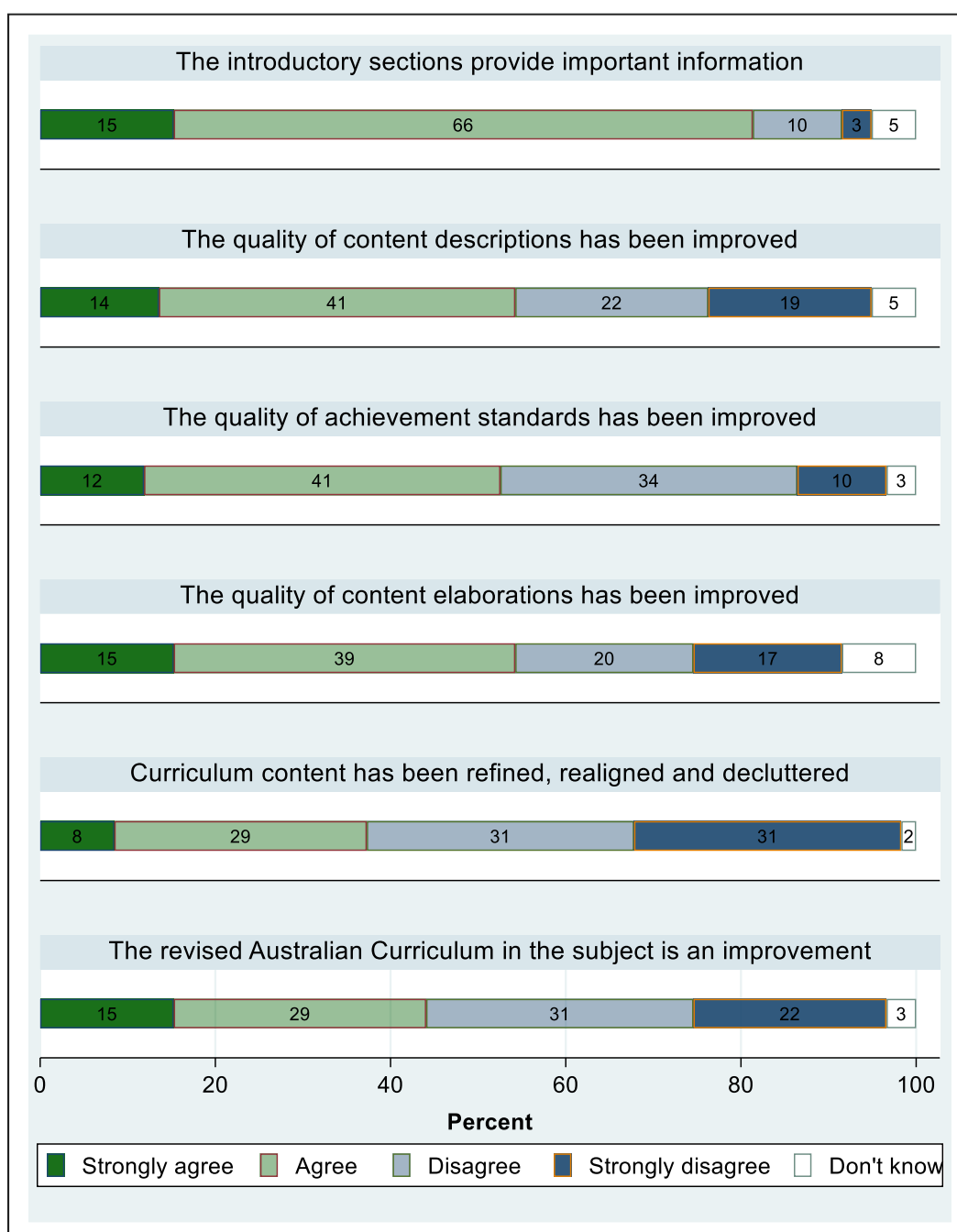
“....3. Content descriptors are too complex and contain too many demands on the teacher. They need to be stated more clearly... 4. Geography is a skill-based subject and more emphasis should be placed on the application of content knowledge in real world scenarios including use of geospatial technologies and fieldwork studies. 5. Fieldwork, Inquiry method of investigation and geospatial skills should be specified at each year level...” (Geography Teachers’ Association of Victoria)

Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 29. They show that the statements directly related to the TOR (the bottom 5 statements in the graph) received lower agreement (between 37% and 54% agreed or strongly agreed) than the statement about the introductory section (81%).

Figure 29: Overall feedback, Geography survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Disagreement outweighed agreement for the last 2 TOR statements: that the curriculum content had been refined, realigned and decluttered (37% agreement vs 61% disagreement) and that the revised curriculum in the subject is an improvement on the current version (44% agreement vs 53% disagreement).

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised Geography curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About half the survey respondents (49%) commented in one of those boxes (Table 23).

Table 23: Open-ended comment, Geography survey respondents

Commenting status	n	Percent
Not commented	30	51%
Commented in 'have improved box'	3	5%
Commented in 'further improve' box	12	20%
Commented in both boxes	14	24%
Total	59	100%

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

The top 5 main themes and subthemes that emerged from the open-ended responses are listed in Table 24. These are *clarity*; *content should be added*; *implementation (out of scope)*; *content has improved and should remain*, and *introductory elements*. There are some similarities in these compared to Table 22.

The leading main theme was *clarity* (n = 17). Within this theme, critical feedback tended to outweigh positive feedback on these occasions, for example, 5 respondents expressed the wording of the content descriptions is clearer/easier to understand while 10 stated that they could do with further revisions to improve clarity. For example:

"The content descriptors are confusing and too cluttered. This will make it difficult for out of field geography teachers to interpret what they need to teach. Realistically, each dot point needs to be separated into more manageable chunks that make more sense to all teachers." (Years 7-10 Secondary teacher, Victoria, Independent, Metropolitan).

The 2nd leading theme was *content should be added* (n=16). As was presented in Table 22 and discussed in the text, these comments were predominantly about various other LA specific content that should be added, and represented a diversity of views.

The 3rd most prevalent theme was *implementation* (n=12). Whilst these comments were technically outside the terms of reference of the consultation, they were captured for comprehensiveness. In relation to the subject of geography, these comments most frequently discussed issues around methods and practices of teaching.

Some respondents expressed the *content had improved/should remain* (4th leading theme; n=11), for example:

"The specific inclusion of the ability of Geography to look at 'culture' as a key geographical phenomenon is a very welcome development. It reinforces the capacity of the discipline to contribute to wider aspects of current society, and one that students can readily relate to." (Academic, Victoria).

Further to that, improvements were seen by some under the larger themes of *introductory elements* (5th leading theme), *achievement standards* and *sequencing of content*, for example:

“The Geographical skills content description has been improved to clarify both primary research methods (encouraging field trips and surveys to collect data) and secondary research. This is something that will improve the teaching of Geography so students can get out of the classroom and make real world connections.” (School leader – Secondary, Tasmania, Catholic, Regional).

Table 24: Aspects that have improved/need further improvement (top 5 themes), Geography survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Clarity	17	29%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	10%
The wording of the content descriptions is clearer and/or easier to understand	5	8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	17%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	5	8%
Content should be added	16	27%
General views that additional or new content should be added	4	7%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	4	7%
There should be more emphasis on Indigenous cultures and perspectives	4	7%
Various other LA specific content that should be added	12	20%
Implementation (out of scope)	12	20%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	10	17%
Support for implementation	3	5%
Content has improved/should remain	11	19%
General views that content has improved	2	3%
Content has better alignment with who we want our children to become	3	5%
The level of emphasis on Indigenous cultures and perspectives is appropriate	2	3%
Various other LA specific content that has improved or should remain	5	8%
Introductory elements	10	17%
The rationale/aims need further improvement	1	2%
The strand/core concepts need further improvement	6	10%
The key connections have improved	3	5%
The key connections need further improvement	2	3%

Comments were provided by 29 respondents. Percentages are based on all 59 Geography survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E8 in Appendix E.

Year-level specific comment

Respondents were also prompted to leave feedback that was specific to individual year levels. Of the 59 Geography survey respondents 13 provided such detailed feedback, some of whom in relation to multiple year levels. Table 25 lists the number of respondents who provided feedback for each year level.

Table 25: Year-level specific open-ended feedback provided by Geography survey respondents

Year level	Number of respondents
Year 7	8
Year 8	9
Year 9	10
Year 10	7

Differences between stakeholder groups

The number of respondents for the Geography curriculum was too small for meaningfully investigating differences between stakeholder groups.

Summary - survey results

The Geography survey was completed 59 times. Respondents who identified as teachers (44%), those who were based in Queensland (49%), those who were linked to Government schools (34%¹⁷) and those linked to schools in metropolitan areas (37%¹⁸) were the largest respondent groups that influence the overall survey results for Geography.

The level of agreement was highest for some elements in the introductory sections of the curriculum (aims, rationale and key connections), and the year-level descriptions. The associated statements attracted between 73% and 86% of agreement and sit at the upper end in Figure 30, which shows the level of respondent agreement with the 22 statements listed in descending order based on the level of agreement.

The lowest third of the graph includes the 5 TOR statements, the statement that the achievement standards align with what should be taught, the statement that the content descriptions make it clear what should be taught, and the proposition that the content can be covered each year. The ranking of the statements may indicate the areas of the curriculum, which may need further attention relative to other areas.

Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the Geography curriculum could lie in:

- The manageability of the amount of content (59% disagreement);
- The content descriptions making it clear what should be taught (49% disagreement); and
- The learning in the achievement standards aligning with the essential content that should be taught (49% disagreement).

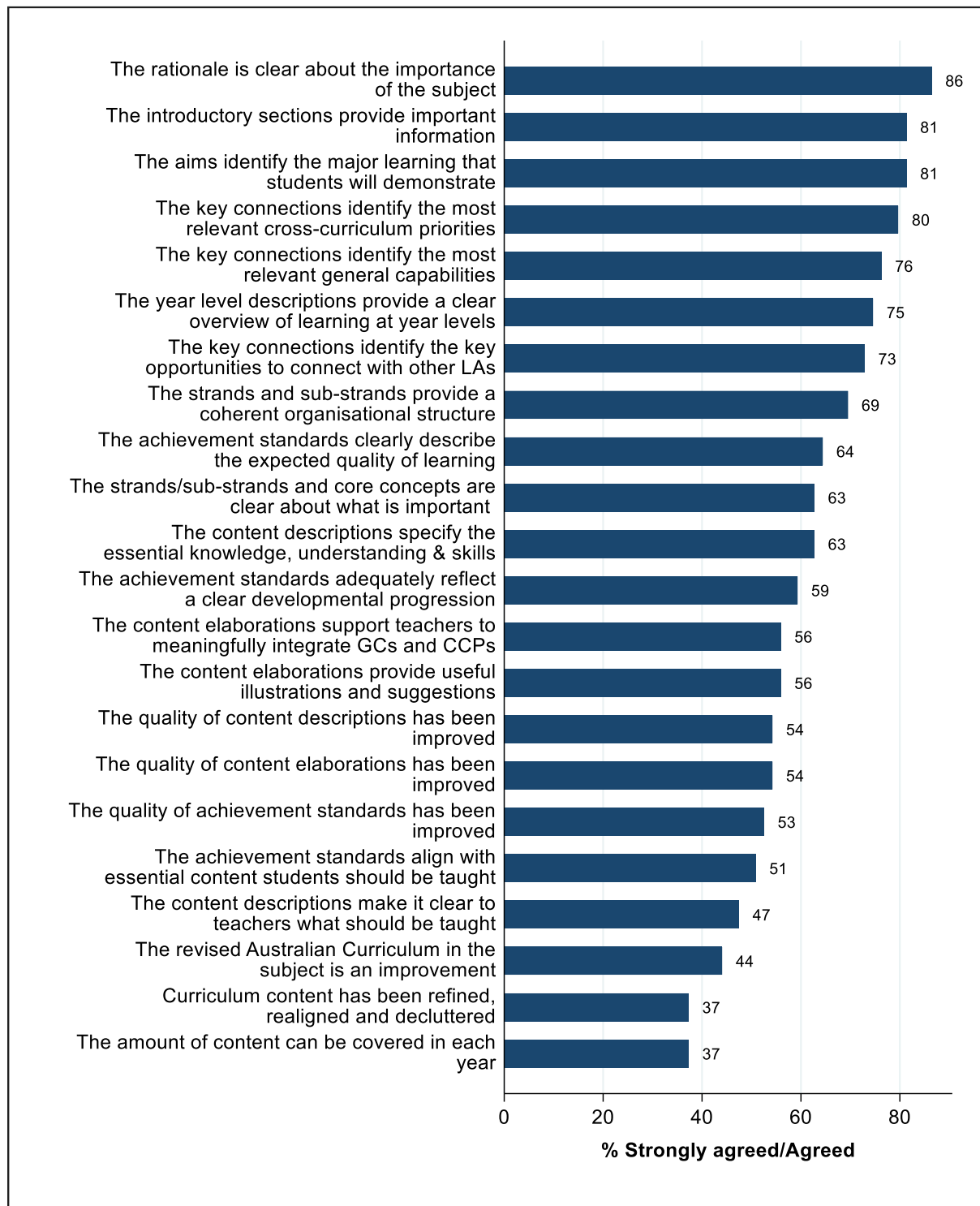
Open-ended comments captured during the survey most often related to perceived opportunities to improve the curriculum content via additions, removals, and changed wording of descriptions, but also expressed approval for aspects of the revised curriculum. Comments on pedagogies for effectively implementing the curriculum were also of note.

The over-representation of respondents from Queensland may affect the overall survey results. Due to the small number of respondents, extra care should be taken when interpreting the results.

¹⁷ Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

¹⁸ As above.

Figure 30: All statements, Geography survey respondents



5.5 History (Year 7-10)

This section presents results for History and starts by drawing a profile of participants who provided feedback on the History curriculum.

5.5.1 Survey respondent profile

The History survey was completed 234 times. Teachers (44%) were the largest type of respondents followed by parents (15%), 'Other' individuals (11%), school leaders (9%) and schools (9%). Combined, these 5 respondent groups constituted 88% of all survey respondents (Table 26). Of the 103 teachers, 94 identified as secondary teachers.

Table 26: Type of survey respondent, History survey respondents

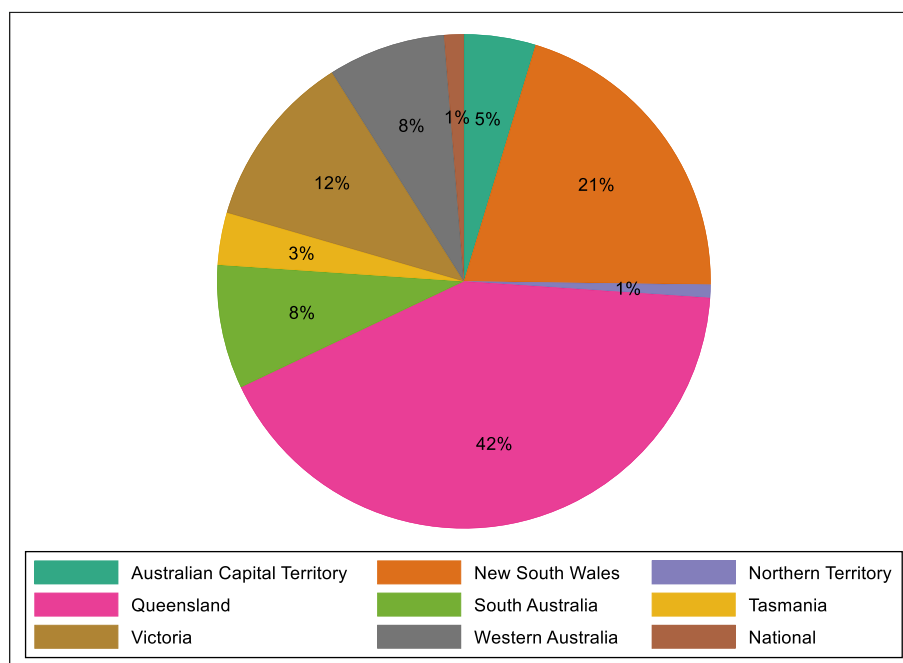
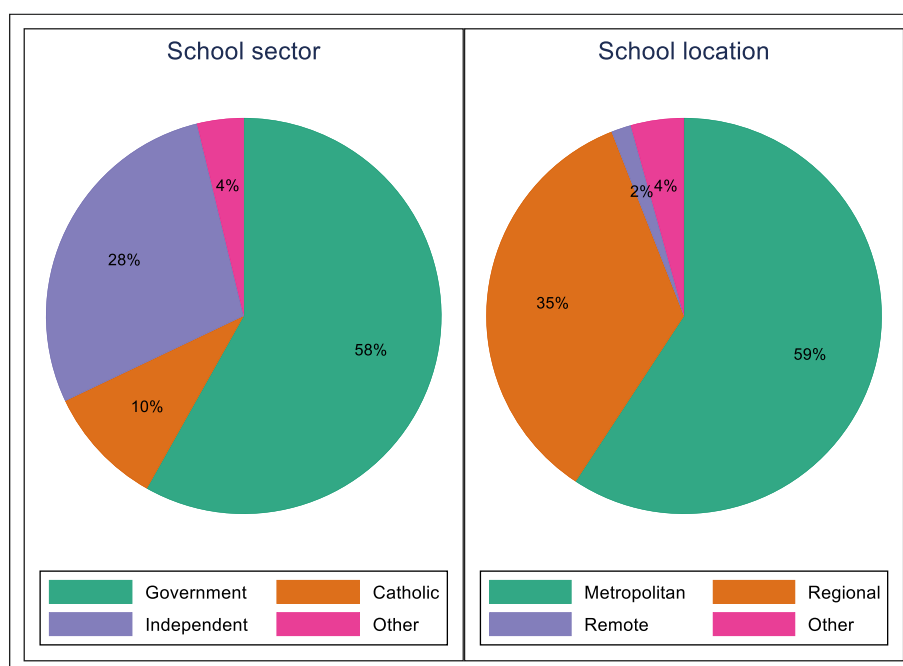
Type of respondent	n	Percent
Individual respondent		
Teacher	103	44.0%
School leader	21	9.0%
Academic	14	6.0%
Parent	35	15.0%
Student	3	1.3%
Employer/business	1	0.4%
Other - Individual	25	10.7%
Group respondent[^]		
School	22	9.4%
Professional association	1	0.4%
University faculty	1	0.4%
Education authority	2	0.9%
Community organisation	3	1.3%
Other - Group	3	1.3%
Total	234	100.0%

[^] A list of participating groups (other than schools), which self-identified in the survey is provided in Appendix D.

State representation among survey respondents was strongest for Queensland (42%), which was twice as high as Queensland's share in the national population (20.2%¹⁹). This was followed by respondents from New South Wales (21%) and Victoria (12%) (Figure 31).

¹⁹ Source: Australian Bureau of Statistics, National, state and territory population December 2020.

Figure 31: State of residence, History survey respondents

Figure 32: School sector and location, History survey respondents[^]

[^] Teachers, school leaders, parents, students and schools.

'Other' responses in the pie chart relate to staff who worked across schools in multiple schools or students who were studying at TAFE or university.

Respondents who identified as a teacher, school leader, parent, student or school (184 of the 234 respondents) were asked in which sector their school was and in which remoteness area it was located. Close to 3 in 5 of those respondents indicated a Government school (58%), 28% an Independent school and 10% a Catholic school (left panel in Figure 25). This somewhat deviated from the student enrolment distributions in 2020: Government – 66%, Catholic – 19% and Independent – 15%²⁰.

²⁰ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

Also about 3 in 5 of those respondents (59%) indicated that the school was located in a metropolitan area, 35% that it was in a regional area and 2% that it was in a remote area (right panel in Figure 25). These percentages compare with these student enrolment distributions in 2020: 72% of students were enrolled in major cities (equivalent to metropolitan areas), 26% in regional areas and 2% in remote areas in 2020²¹.

Respondent summary and implications for overall results

Of the 234 completed History surveys 44% were submitted by teachers and 42% by respondents who were based in Queensland, which was double the state's share in the national population. Of the 184 teacher, school leader, parent, student and school respondents 109 were linked to schools in metropolitan areas, and 107 to Government schools. The overall survey results are most influenced by these larger respondent groups.

Table 27: Most prevalent respondent characteristics, History survey respondents

Respondent dimension	Category	n	Percent of all survey completions
Type of respondents	Teacher	103	44%
State/territory	Queensland	98	42%
School sector [^]	Government	107	46%
School location [^]	Metropolitan	109	47%

[^]This information was only captured from participating teachers, school leaders, schools, parents and students while the percentage in the last column is based on all respondents.

5.5.2 Survey results

Overall survey results are dominated by respondents who self-identified as school professional staff – teachers, school leaders and schools constitute 62% of all respondents. Overall results are further shaped by respondents from Queensland (who constitute 42% of all respondents). While some stakeholder details were captured during the survey, it is uncertain to which extent survey respondents are representative of stakeholder groups (e.g. to which extent participating teachers from Queensland were representative of teachers in Queensland).

Overall results

The General feedback part of the questionnaire that sought respondent perceptions in relation to the curriculum/proposed changes to the curriculum included 3 sections: Introductory elements, Curriculum elements and Overall feedback (see Appendix A). The presentation of the results focuses on feedback captured in these 3 sections and follows the structure of the questionnaire.

Introductory elements

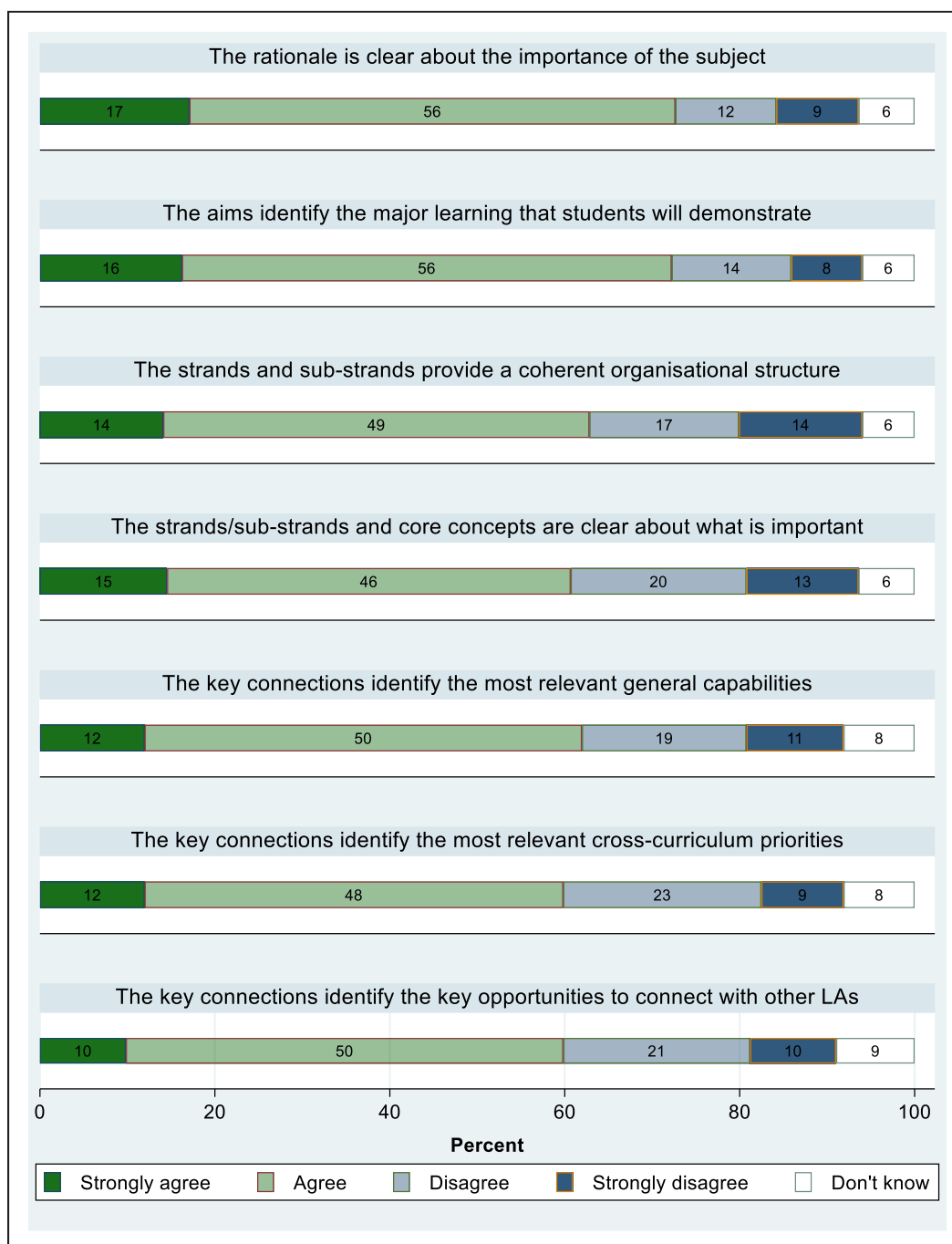
Respondents were presented with 7 statements in the Introductory elements section of the questionnaire and asked to give an agreement rating for each. These statements related to the rationale, the aims, the organisational structure, and key connections in the introductory sections of the History curriculum. The results are reported in Figure 33.

Overall, between 60% and 73% of respondents agreed or strongly agreed with the presented statements. The level of agreement (strongly agreed and agreed) was highest for the statements that the rationale is clear about the importance of the subject (73%) and that the aims identify the major learning that students will demonstrate (72%). All other statements on strands and key connections attracted notably less agreement (between 60% and 63%).

Levels of disagreement ranged between 21% and 33% and corresponded inversely with levels of agreement.

²¹ ABS 2021, Schools, Australia 2020. <https://www.abs.gov.au/statistics/people/education/schools/latest-release#key-statistics>.

Figure 33: Introductory elements, History survey respondents

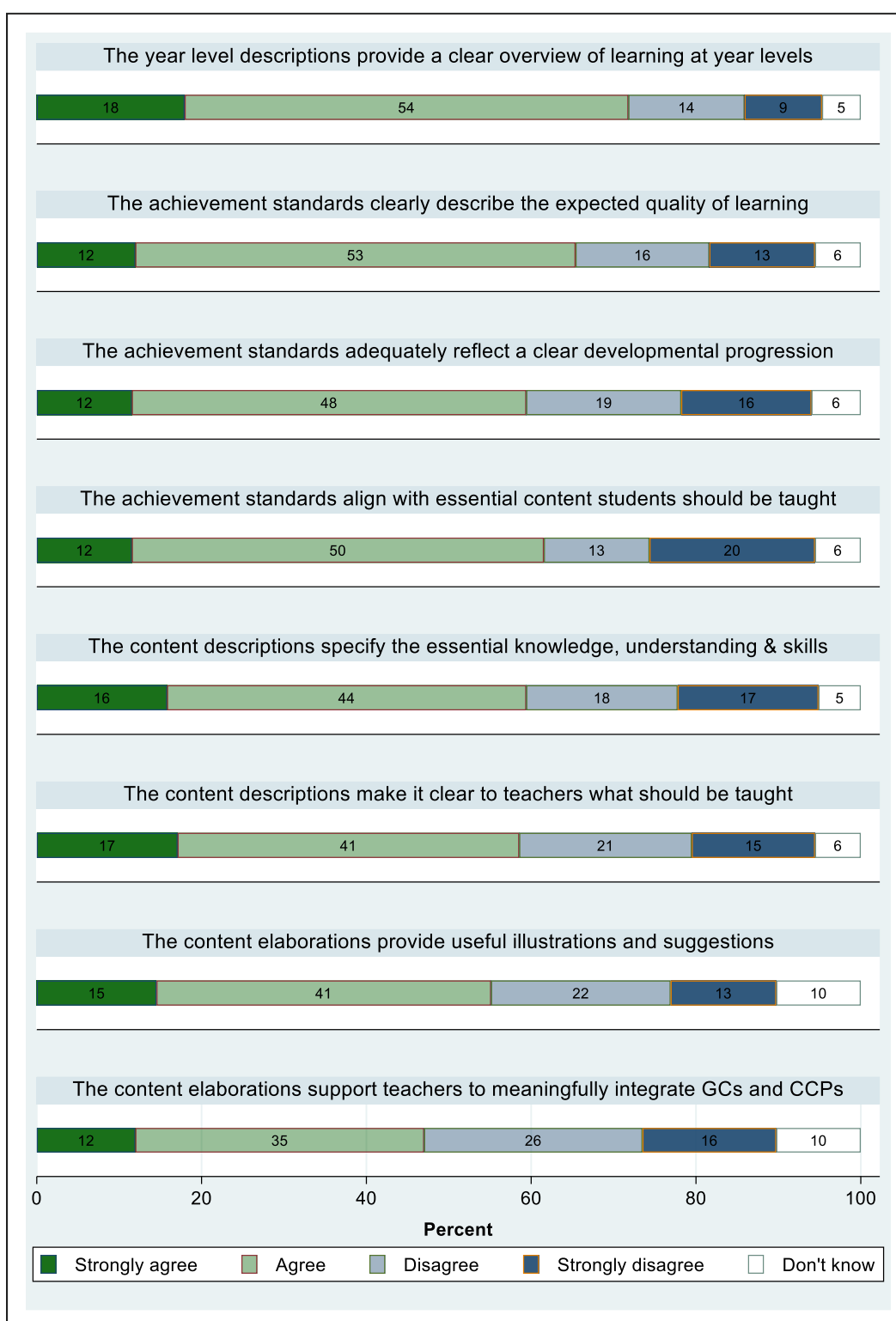


Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Curriculum elements

The next section in the questionnaire captured perceptions on 4 curriculum elements: year level descriptions, achievement standards, content descriptions and content elaborations. Overall results for 8 of the questions in this section are shown in Figure 34. Between 47% and 72% of respondents agreed or strongly agreed, and between 24% and 43% disagreed or strongly disagreed with the presented statements.

Figure 34: Curriculum elements, History survey respondents



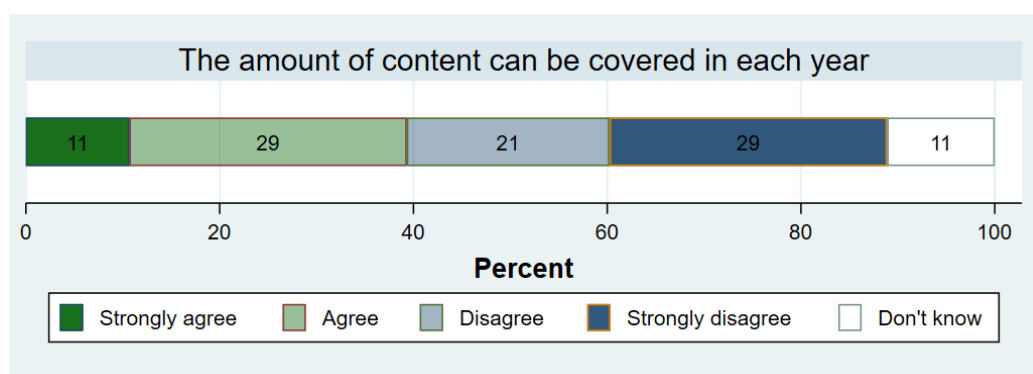
Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

Of the 8 statements respondents were most likely to agree or strongly agree with the year level descriptions providing a clear overview of the learning that students should experience (72% agreement vs 24% disagreement). They were least likely to do so in relation to the statements on the content elaborations (the last 2 statements in Figure 27).

Respondents were also asked whether the amount of content in the content descriptions can be covered in each year. More respondents expressed disagreement (50%) than agreement (39%) with 11% of

respondents selecting the 'don't know' option. Of note is the relatively large proportion of 29% for those who strongly disagreed with the statement (Figure 28).

Figure 35: Amount of content, History survey respondents



Those who disagreed or strongly disagreed were asked what content should be removed or what revisions were needed to make the content more manageable. Of the 116 respondents who were asked this question, 98 provided a comment, including 68 who provided specific suggestions about what to remove.

While the question explicitly asked respondents what content should be removed or revised to make the content more manageable, some respondents did not address this, but rather saw this as an opportunity to comment on any aspect of the curriculum. These comments were coded according to the themes and subthemes covered in the code frame.

The top 5 main themes that emerged from feedback given by those 98 respondents are listed in Table 28. The top 5 main themes were: *content should be removed*; *content should be added*; *implementation (out of scope)*; *inclusive content* and *clarity*. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

The most prominent themes that emerged among responses was *content should be removed* (expressed by 68 respondents), which is consistent with the question that prompted the feedback, followed by *content should be added* (expressed by 43 respondents), which is the opposite to what was asked. Many responses falling under the *content should be removed* theme were of a more general character without specifying content that should be removed. The following example is reflective of such responses:

"The amount of work to be completed in a year NEEDS to be reduced. At the moment there is too much content. Most schools and teachers are teaching to the assessment. There is no time for fun. More opportunities to develop a love of history is needed. Learning about Ancient Mythology and Gods and Goddesses. Less analysing needed- there is TOO MUCH!" (Secondary teacher, Queensland, Government, Regional).

Some commentary that often expressed themes that simultaneously fell into the *content that should be removed* and *content that should be added* themes was around the perceived imbalance between First Nations and western contents with a number of respondents perceiving too much focus on the former. This was expressed in various ways and different tones from disputing the value of teaching First Nations history and perspectives for students to considerations about balancing different components of content in the context of finite resources. The latter was much more common, of which the following example is a good illustration:

"Students need to understand where western civilisation comes from, the foundations of our democracy, our freedom of speech movement thought and conscience. More aboriginal studies is important however not at the expense of Greek and Roman history. Studies about the early characters which help establish our nation, our constitution, and our growth as a nation should also be included." (Secondary teacher, South Australia, Government, Regional).

More direct examples of balancing the 2 were also provided:

"I believe that the Ancient World Section in year 7 should still involve studying Ancient Cultures from around the globe (i.e. Greece, Rome, Egypt, Persia, China, India etc.), as these are still important to understanding our society and should not be removed completely but revised into a depth study that allows the school to choose which content that can be taught from that section of the ancient history. For example, teachers could choose to focus on Greece and Rome for one term and Deep Time Australian History in another term. Students usually have 2-3 lessons a week in history. Therefore, this should be a sufficient amount of time to cover the content. Having the new topic that focuses more closely at the history of Indigenous Australia is fine but it should not be at the expense of world history." (Secondary teacher, New South Wales, Government, Regional).

There were further specific suggestions related to this, to either address the perceived imbalance or to reduce overlap and duplication. One of those, which concerned the removal of Year 7 History, was expressed by multiple education professionals:

"We think First Nation history should be removed from Year 7 History. It is already taught in Year 9 and 10 and while it fits with Year 7, students will get disinterested if they are forced to learn about First Nation History in 3 out of 4 high school years." (School, Queensland, Government, Regional).

"-the new Stage 4 overview section on Indigenous arrival, culture and technology should be removed for the following reasons: (i) Students have already studied much of this content in Stage 2 and Stage 3 history at primary school. Most Yr 7s are eager to learn about something other than Australian history...." (Secondary teacher, New South Wales, Independent, Metropolitan)

"The content in the first unit of Grade 7 appears to be very knowledge based instead of essential skills with a continued focus on First Nations, that appears to be covered extensively in Years 4-6." (School, Queensland, Independent, Regional).

Other arguments for removing aspects of the Indigenous history in Year 7 were also provided:

"There is a genuine concern that the Deep Time History of Australia topic in the draft for Year 7 is too complex for this stage of students' learning. Many of the content descriptions require rigorous background and technical knowledge to be explored effectively and this may take much longer than expected." (The History Teachers' Association of New South Wales)

Another suggestion to remove content expressed by a few respondents related to 'depth studies':

"Please, please remove the requirement for 3 depth studies in year 8. Either give them all as options and let teachers choose or pick cohesive streams. It is illogical that the overview covers them all then you have to cover it again in each subject (depending on what you do or don't do)." (Secondary teacher, South Australia, Government, Metropolitan).

"There are too many required 'Depth Studies' that cover the same skills. Realistically with the time provided in schools, teachers should only be required to cover one or 2 Depth Studies per Year Level. The Curriculum should be changed to provide schools with more flexibility. Some schools may have time to cover more, others may need to prioritise Curriculum aspects that are more valued to their communities. With regards to all Depth Studies, there should be no mandate that student investigate one civilisation from each society grouping (e.g., Mediterranean/Asian etc.), instead, schools should have greater freedom to pick which Depth Studies are most relevant to their communities. For some, this will mean that some entire categories of societies are too far removed from their needs. For instance, in regional communities." (Secondary teacher, Queensland, Catholic, Regional).

The 3rd leading theme was around *implementation* of the Australian Curriculum (expressed by 32 respondents). While these comments were technically out of scope of the terms of reference of the consultation, they were coded to the code frame to ensure all feedback was captured. In relation to the subject of history, the comments around *implementation* encompassed views that there would be needed support (such as professional development for teachers) to teach the First Nations content authentically.

“Year 7 Deep Time History content descriptors are great. However, I worry about the authenticity of the unit. Teachers will require a lot of PD in order to meaningfully implement this unit.” (School leader – Secondary, Queensland, Government, Regional).

Other themes that emerged with lesser prevalence at this point in the survey were about the (non-) inclusivity of content (n=15), and the clarity of various elements of the curriculum (n=14). Table 28 documents further detail.

Table 28: Content that should be removed or revisions needed to make content more manageable (top 5 themes), History survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be removed	68	29.1%
General views that there is content that should be removed	36	15.4%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	6.4%
There is too much emphasis on Indigenous cultures and perspectives	22	9.4%
Various other LA specific content that should be removed	22	9.4%
Content should be added	43	18.4%
General views that additional or new content should be added	3	1.3%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	12	5.1%
There should be more emphasis on Indigenous cultures and perspectives	5	2.1%
Various other LA specific content that should be added	36	15.4%
Implementation (out of scope)	32	13.7%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	12	5.1%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	4	1.7%
Support for implementation	18	7.7%
Inclusive content	15	6.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	5	2.1%
There are concerns around the age-appropriateness of content	11	4.7%
Clarity	14	6.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1	0.4%
The wording of the content descriptions is clearer and/or easier to understand	2	0.9%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	4.3%
The wording of the achievement standards need further clarity	3	1.3%

Comments were provided by 98 respondents. Percentages are based on all 234 History survey respondents. All theme and subtheme categories that emerged from this comment box are shown in Table E9 in Appendix E.

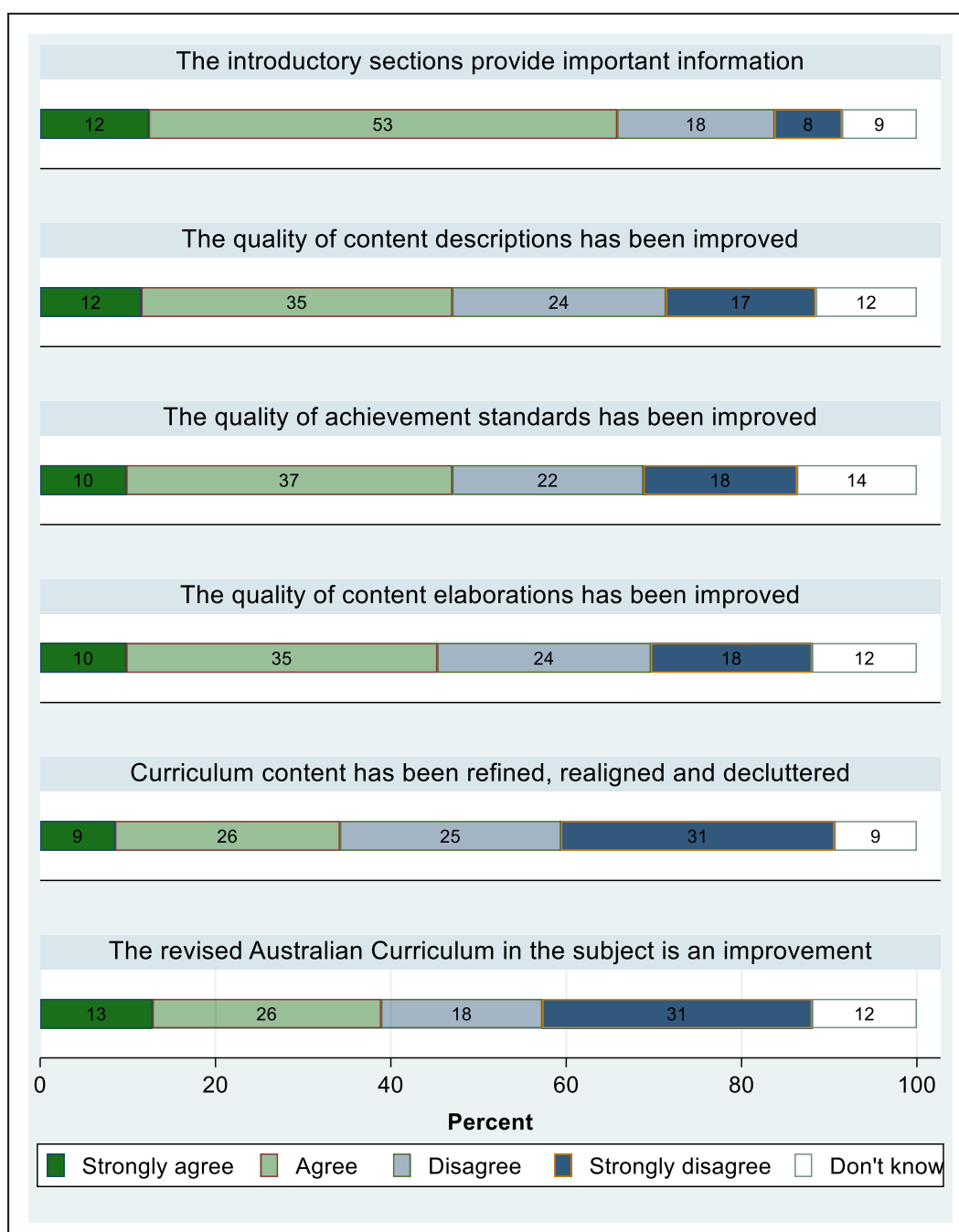
Overall feedback

In the Overall feedback section respondents were asked whether they thought the quality of achievement standards, content descriptions and content elaborations had been improved, whether the curriculum content had been refined, realigned and decluttered and whether the revised Australian Curriculum was an

improvement on the current version. These questions directly related to the TOR of the Review and what it set out to achieve.

The Overall feedback section also included the statement 'The introductory sections provide important information'. Results for all these questions are shown in Figure 36. They show that the statements directly related to the TOR received lower agreement (between 34% and 47% agreed or strongly agreed) than the statement about the introductory section (66%).

Figure 36: Overall feedback, History survey respondents



Percentages in the bars are rounded and may not add up to the % agreed and strongly agreed quoted in the text.

The level of agreement for the 5 TOR statements was thus under 50%. Disagreement outweighed agreement for the last 2 statements in the graph: the suggestions that the curriculum content had been refined, realigned and decluttered (34% agreement vs 56% disagreement) and that the revised curriculum in the subject is an improvement (39% agreement vs 49% disagreement).

Aspects that have improved and aspects that need (further) improvement

Respondents could openly comment on aspects of the revised History curriculum that had improved and on aspects that needed further improvements. Responses were captured in 2 text boxes that were respectively labelled. About 61% of the survey respondents commented in one of those boxes (Table 29).

Table 29: Open-ended comment, History survey respondents

Commenting status	n	Percent
Not commented	91	39%
Commented in 'have improved box'	33	14%
Commented in 'further improve' box	44	19%
Commented in both boxes	66	28%
Total	234	100%

Open-ended responses were coded according to the developed code frame. When coding these open-ended responses, it emerged that comments did often not adhere to the positive (aspects that have improved) and negative (aspects that need further improvement) frames of the 2 text boxes. Instead, the emerging themes were often the same in both boxes. Because of this, comments captured in these boxes are reported combined below.

All themes and subthemes that emerged from the open-ended responses are listed in Table 30. Similarly to the themes that emerged when those respondents that had disagreed or strongly disagreed with the statement that the content could be covered each year were asked what content should be removed or amended (see Table 28), the most prominent themes that emerged from the 2 comment boxes at this point of the survey were themes around *adding content* (n=62) or *removing of content* (n=55), followed by *content that had improved or should remain*; *implementation* (n=35) and *clarity* (n=34).

Commentary about removing and/or adding content largely reflected the respective commentary presented in and around Table 28. Some of it concerned the balance between Indigenous and western or other content, e.g.:

"You have laden us with far too much content on Aboriginal and Torres Strait Islander content in year 7 history. While the focus on closing a cultural gap is laudable, there is no logistical way to fit all this in during our limited teaching time and you have over-corrected in your emphasis from other cultures." (School leader, F-12, Independent school, Queensland)

There were various views on including different aspects of history in different year levels and/or sequences expressed by individual respondents.

In addition to the themes that had already emerged earlier in the survey, the theme of *content has improved/should remain* emerged as much more prominent here (expressed by 50 respondents) than it was the case in Table 28. This theme typically emerged from the 'Aspects that have improved' text box of the survey and comprised praise for the revised curriculum in a wide range of areas:

"Overall we are filled with confidence about the proposed changes but specifically we strongly agree with the following: - the specific focus on and importance of the study of history to help young people become active and informed local and global citizens; - stronger connections between the core concepts of historical thinking and other components of the History curriculum" (The History Trust of South Australia)

"The new ACARA online platform - great new features. The removal of content from History will allow for more quality teaching. Year 7 and 8 History more time to cover in-depth on only 2 units. Great to have a unit about Deep time history of Australia. Reduction in number of 'depth' studies'. The requirement to only do 2 studies - one being the deep time and then Europe/Asia. Skills are banded over 7/8 - can potentially minimise the 'skills' assessed. Wording easier to understand in both Achievement Standard and Content Descriptions. The development of cognitions across skills in

Year 7/8 band to Year 9/10 band. Deep embedding of ATI perspectives. Cross-curriculum priorities and General Capabilities embedded within Content Descriptions.” (Catholic Education, Cairns)

Table 30: Aspects that have improved/need further improvement (top 5 themes), History survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Content should be added	62	26.5%
General views that additional or new content should be added	11	4.7%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.4%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	22	9.4%
There should be more emphasis on Indigenous cultures and perspectives	4	1.7%
Various other LA specific content that should be added	50	21.4%
Content should be removed	55	23.5%
General views that there is content that should be removed	16	6.8%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	18	7.7%
There is too much emphasis on Indigenous cultures and perspectives	31	13.2%
Various other LA specific content that should be removed	13	5.6%
Content has improved/should remain	50	21.4%
General views that content has improved	16	6.8%
Content has better alignment with who we want our children to become	10	4.3%
The level of emphasis on Indigenous cultures and perspectives is appropriate	32	13.7%
Various other LA specific content that has improved or should remain	8	3.4%
Clarity	34	14.5%
The overall language of the curriculum is clearer and/or easier to understand	3	1.3%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	2.6%
The wording of the content descriptions is clearer and/or easier to understand	8	3.4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	13	5.6%
The wording of the achievement standards is clearer and/or easier to understand	4	1.7%
The wording of the achievement standards need further clarity	8	3.4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.4%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	1	0.4%
Implementation (out of scope)	35	6.8%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	6	4.3%
Support for implementation	19	13.7%

Comments were provided by 143 respondents. Percentages are based on all 234 History survey respondents. All theme and subtheme categories that emerged from the 2 comment boxes are shown in Table E10 in Appendix E.

"It is much better that there are now 2 depth studies per Year level. I think having realistic expectations of the timing is a major positive here. Furthermore, I think it is essential that we allow time to allow for DEPTH and CONSOLIDATION ACTIVITIES rather than breadth of content as we immerse students in History." (Secondary teacher, Australian Capital Territory, Independent, Metropolitan).

"I think this is a comprehensive document that surfaces the skills needed for History learning. I am impressed because the subject disciplinarity of History is well-embraced and captured in the document. I think there are flexibility in terms of the teaching approaches to be used particularly innovative pedagogies if teachers embrace what 'investigating', 'explaining' etc is. It looks good on paper - the intended curriculum but the enacted might be different." (Individual respondent, South Australia)

"The general comment that I would like to make is regarding the expanded inclusion of content related to First Nations history in this curriculum, which I think is excellent. As a parent, I'm very pleased to see both the breadth and depth of the changes made, and in reviewing the curriculum have been impressed both with what has been included, and the clear and helpful way in which the material has been outlined." (Parent, Victoria, Government, Metropolitan).

The 4th leading theme was to do with clarity. There were mixed views about the extent to which the proposed revisions had improved the readability of the overall curriculum and the curriculum elements. Some respondents saw improvements to these areas:

"Aboriginal Education Services strongly supports the proposed changes to the HASS curriculum. The proposed changes reflect the clarity that teachers and learners have been asking for in relation to providing explicit direction in teaching First Nations histories and cultures content... The content descriptors reflect the proposed changes to the Aboriginal and Torres Strait Islander Cross-Curriculum Priority aligning more closely to contemporary educational priorities of Aboriginal Education Services as defined and articulated by Tasmanian Aboriginal Educators. The HASS Key Connections and Scope and Sequence clearly articulate First Nations content across sub-strands, learning areas and year levels – providing clarity about the interconnections between all elements of the HASS curriculum and the 3 dimensions of the Curriculum. First Nations content descriptors are more explicit and provide more clarity and certainty to teachers. The elaborations provide relevant examples." (Education authority, Tasmania).

However, as can be seen from Table 30, critical feedback outweighed positive feedback within this theme, with perceptions that further revisions or refinements were needed to improve readability, conciseness and/or specificity.

Year-level specific comment

Respondents were also prompted to leave feedback that was specific to individual year levels. Of the 234 History survey respondents 76 provided such detailed feedback, some of whom in relation to multiple year levels. Table 31 lists the number of respondents who provided feedback for each year level.

Table 31: Year-level specific open-ended feedback provided by History survey respondents

Year level	Number of respondents
Year 7	61
Year 8	19
Year 9	28
Year 10	29

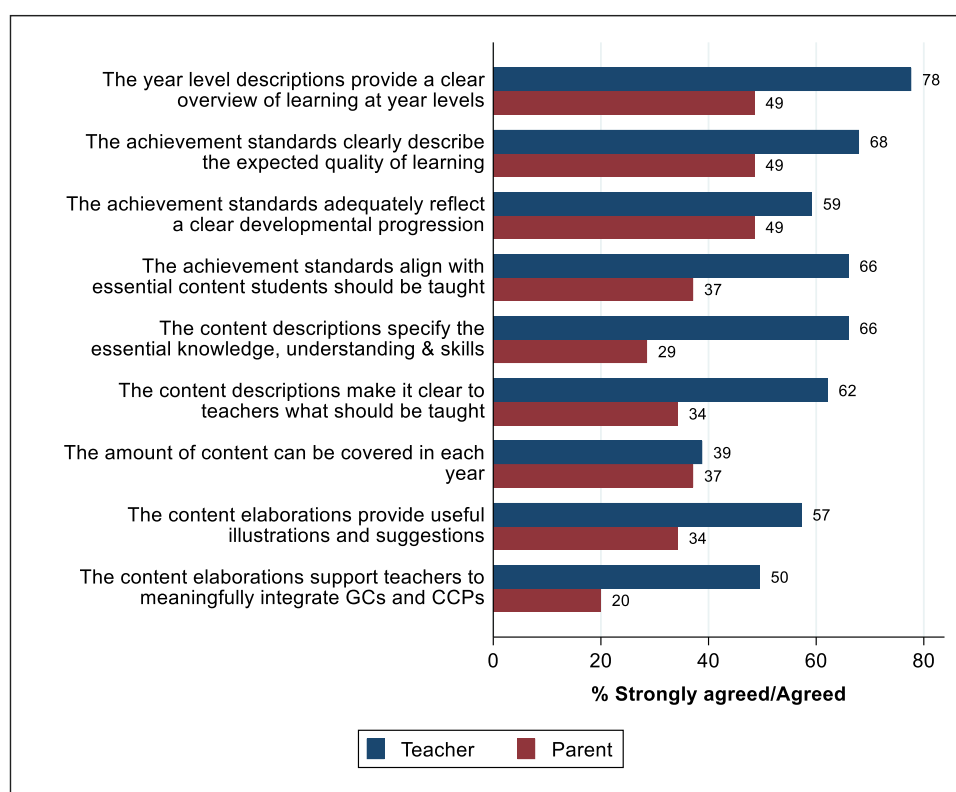
Differences between stakeholder groups

This section explores potential differences between different stakeholder groups. This is achieved by comparing the percentages of agreement (combining strongly agree with agree) across different stakeholder categories with 30 or more respondents.

Type of stakeholder

Teachers (n=103) and parents (n=35) were represented by 30 or more respondents. Of the 2 groups, and with one exception, teachers were consistently and markedly more likely to agree or strongly agree with the presented statements in the survey. This is illustrated in Figure 37, which shows the level of agreement for both groups for the survey statements presented in the Curriculum section of the survey.

Figure 37: Curriculum elements by type of respondent, History survey respondents



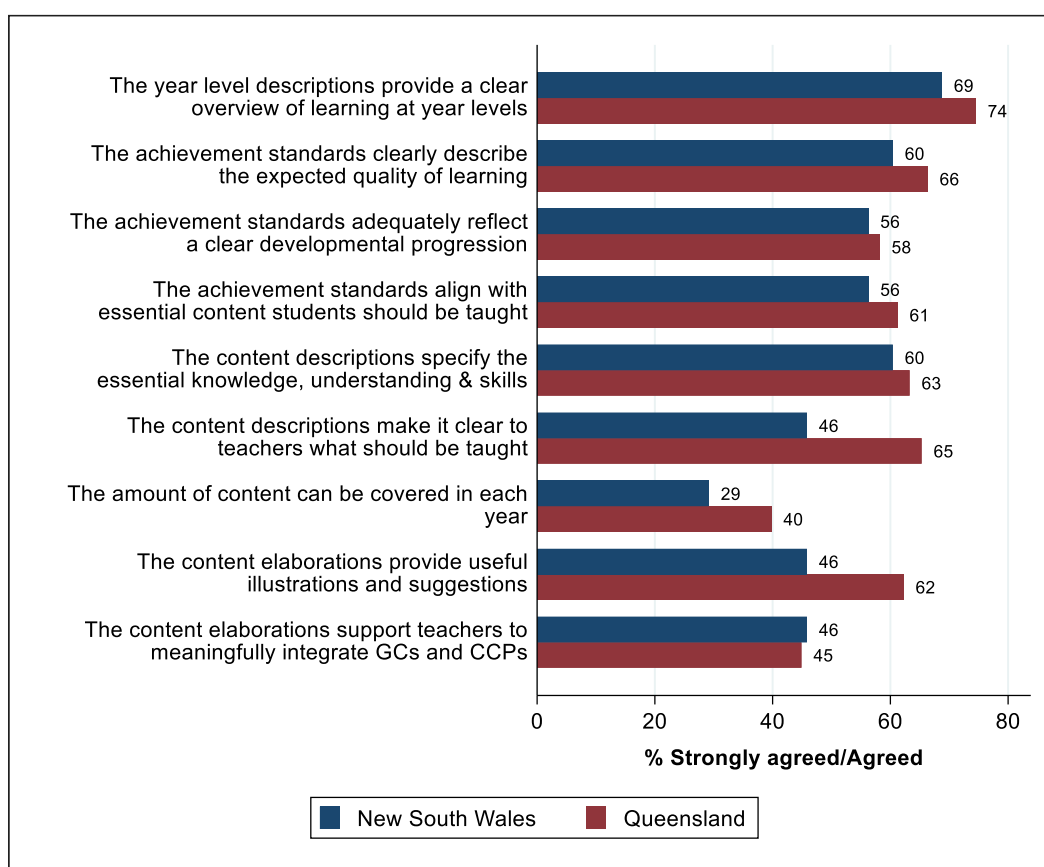
The one exception is the statement about the amount of content being manageable each year, for which the level of agreement was similarly low for teachers and parents. The response pattern of teachers agreeing with the propositions in Figure 37 at a markedly higher rate than parents also applies to the statements presented in the Introductory elements and Overall feedback sections of the survey (not shown here).

States

There were only 2 states with 30 or more respondents: New South Wales (n=48) and Queensland (n=98). Respondents from Queensland tended to be more likely to agree or strongly agree with the 22 propositions posed in the survey than respondents from New South Wales. This pattern is illustrated for the statements in the Curriculum section of the survey in Figure 38. For some statements, the difference between Queensland and New South Wales respondents is minor. For other statements, such as those referring to the content descriptions making it clear to teachers what should be taught and the content elaborations providing useful illustrations and suggestions, the difference is more pronounced. In relation to the content elaborations supporting teachers to meaningfully integrate the general capabilities and cross-curriculum priorities both groups responded similarly.

Of the 2 groups, Queensland respondents were more likely to express agreement with all statements in the Introductory section of the survey and with 5 of the 6 statements in the Overall feedback section (not shown).

Figure 38: Curriculum elements by state, History survey respondents

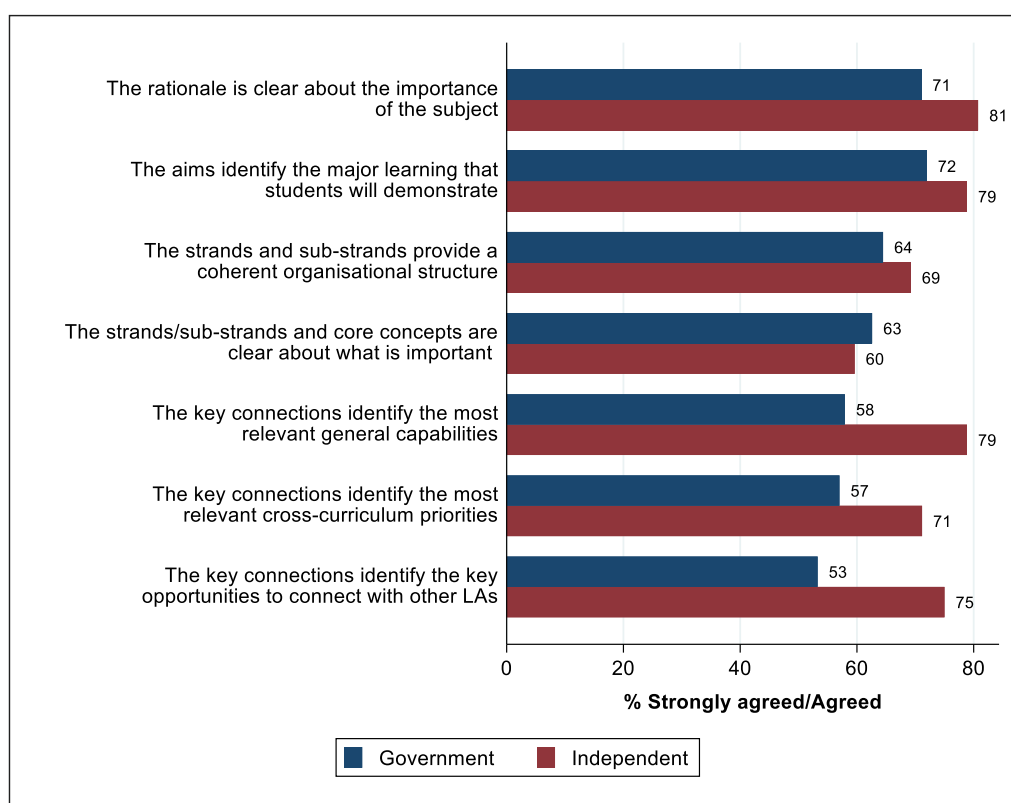


School sector

Teachers, school leaders, students and schools were asked to indicate which school sector they work or study in, and parents were asked to indicate in which sector their child(ren) learn. Of the 184 respondents who fell into these categories 107 indicated a Government school, 18 a Catholic school and 52 an independent school (and 7 indicated 'Other'). Government and Independent schools are compared in the following.

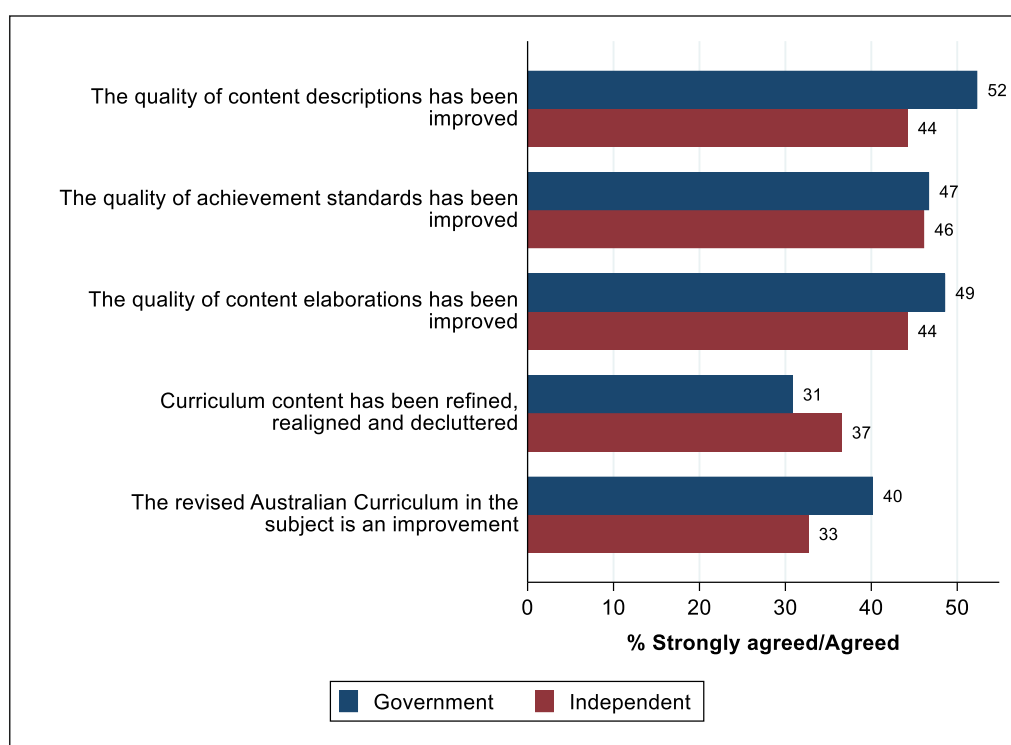
Differences between these 2 groups were largest for the key connections statements in the Introductory elements section of the survey (Figure 39). Particularly for these 3 statements respondents linked to Independent schools expressed more favourable views than those linked to Government schools.

Figure 39: Introductory elements by school sector, History survey respondents[^]



[^] Teachers, school leaders, parents, students and schools

Figure 40: TOR statements by school sector, History survey respondents[^]



[^] Teachers, school leaders, parents, students and schools

This also applied to the statement that achievement standards adequately reflect a clear developmental progression for which 69% of respondents linked to Independent schools agreed or strongly agreed vs 57% of respondents linked to Government schools (not shown). Despite these higher agreement ratings for

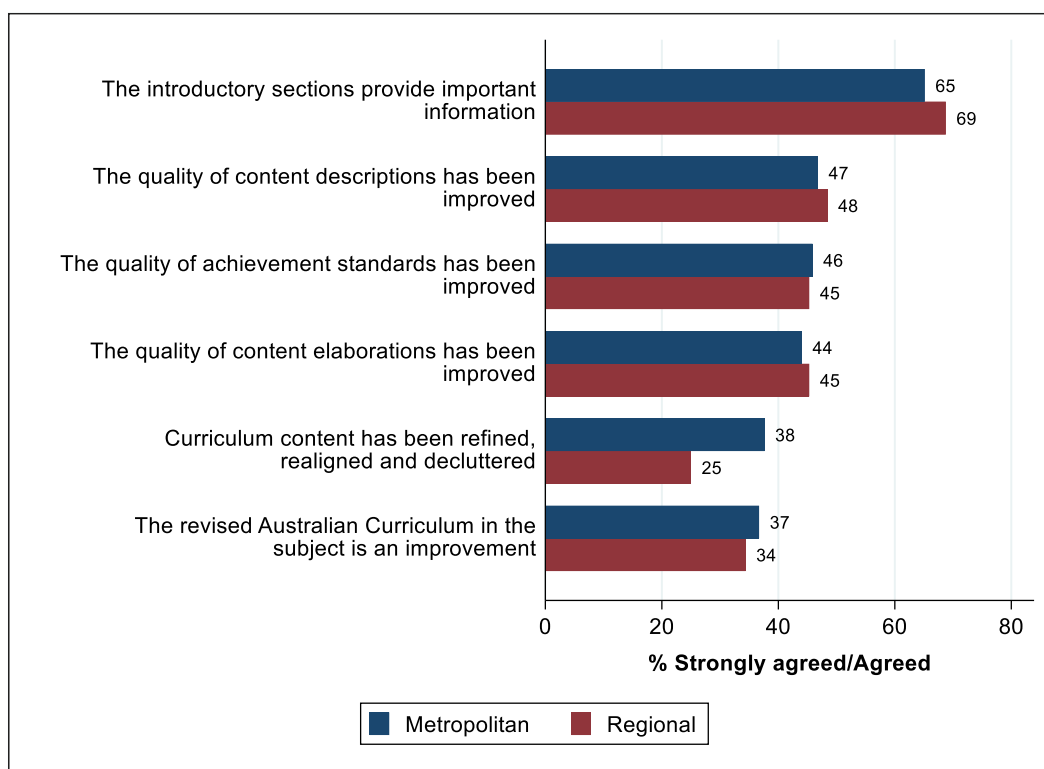
elements of the curriculum by respondents linked to Independent schools, of the 2 groups it was respondents linked to Government schools who were somewhat more likely to confirm that the quality of the content descriptions and content elaborations had been improved and that the revised curriculum in the subject was an improvement (Figure 40).

School location

Respondents who identified as teachers, school leaders, parents, students and schools were also asked their school's location.

Respondents linked to metropolitan schools and those linked to regional schools expressed similar levels of agreement for many of the 22 statements. In a few cases, differences between the 2 were more noticeable. This is illustrated in Figure 41, which shows the level of agreement for the propositions in the Overall feedback section of the survey for both groups. For 6 of the 7 statements the difference between metropolitan and regional respondents is minor (particularly considering the relatively small size of the regional group with n=64). There was a more notable difference between the 2 groups only for the statement 'Curriculum content has been refined realigned and decluttered with 38% of metropolitan respondents agreeing or strongly agreeing vs 25% of regional respondents doing so.

Figure 41: Overall feedback by location of school, History survey respondents[^]



[^] Teachers, school leaders, parents, students and schools

Summary - survey results

Respondents who identified as teachers (44%), those who were based in Queensland (42%), those who were linked to Government schools (46%²²), and those linked to schools in metropolitan areas (47%²³) were the largest respondent groups that influence the overall survey results for History.

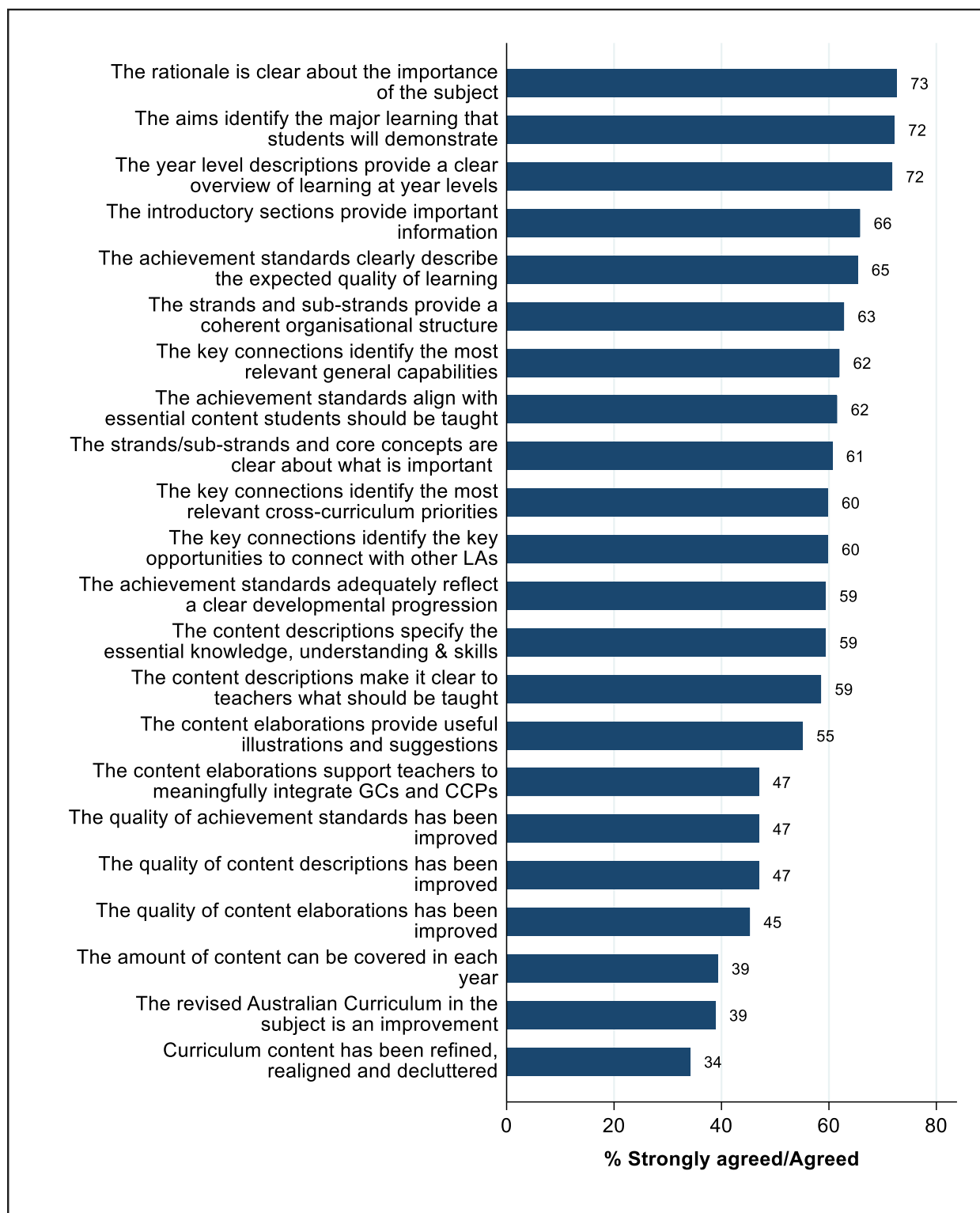
The level of agreement expressed by respondents was highest for the rationale being clear about the importance of the subject, the aims identifying the major learning that students should demonstrate and the year level descriptions providing a clear overview of the learning that students should experience at the year

²² Percentage based on all respondents while the numerator only applied to teachers, school leaders, students, parents and schools.

²³ As above.

level. These statements received between 72% and 73% agreement and sit at the top in Figure 42, which shows the level of respondent agreement for all 22 statements with the statements sorted in descending order based on the level of agreement.

Figure 42: All statements, History survey respondents



The level of agreement shown in the graph then drops somewhat for the statements on achievement standards, organisational structure (strands/sub-strands and core concepts), key connections and content descriptions. These statements received between 59% and 65% of agreement. In the lower part of the graph

are the statements involving content elaborations, the 5 TOR statements and the suggestion that the amount of content can be covered in each year. These statements received, with one exception, between 34% and 47% of agreement.

The ranking of the statements in Figure 42 may indicate the areas of the revised curriculum, which could most benefit from further attention. Based on levels of agreement/disagreement expressed in the survey data, key areas of focus for further refining the History curriculum could lie in:

- The manageability of the amount of content (50% disagreement); and
- The content elaborations providing a range of contents that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities (43% disagreement).

The manageability of content was also a theme that emerged from the open-ended feedback captured in the survey. Yet the most prominent issue talked about in open-ended feedback concerned the stronger focus on Indigenous perspectives in the history curriculum. There was considerable support and praise for this, which was sometimes qualified by statements that alerted to needing to retain a balance that adequately includes western and other historical content in the curriculum. A small group of respondents was also outright opposed to this component of the revised curriculum. Among the many other issues expressed in open-ended comments those related to implementing the revised curriculum (pedagogies and resources/support) were also of prominence.

5.6 Learning area HASS – Survey summary

The survey across the 5 HASS subjects was completed 700 times. The number of completions was not evenly distributed across the 5 subjects: it was much lower for Civics and Citizenship (n=60), Economics and Business (n=54) and Geography (n=59) than for HASS F-6 (n=293) and History (n=234).

Table 32: Stakeholder characteristics by subject, HASS survey respondents

	HASS F-6 n=293	Civics & Citizenship n=60	Economics & Business n=54	Geography n=59	History n=234
Respondent type					
Teacher	49%	32%	56%	44%	44%
State of residence					
Queensland	71%	35%	81%	49%	42%
School sector[^]					
Government	67%	25%	35%	34%	46%
School location[^]					
Metropolitan	47%	30%	43%	37%	47%

There were some marked differences in the stakeholder characteristics between survey respondents who participated for the different HASS subjects. While teachers were the dominant type of stakeholder who participated across all 5 surveys they were particularly prevalent among Economics and Business respondents (56%) and less so among Civics and Citizenship respondents (32%).

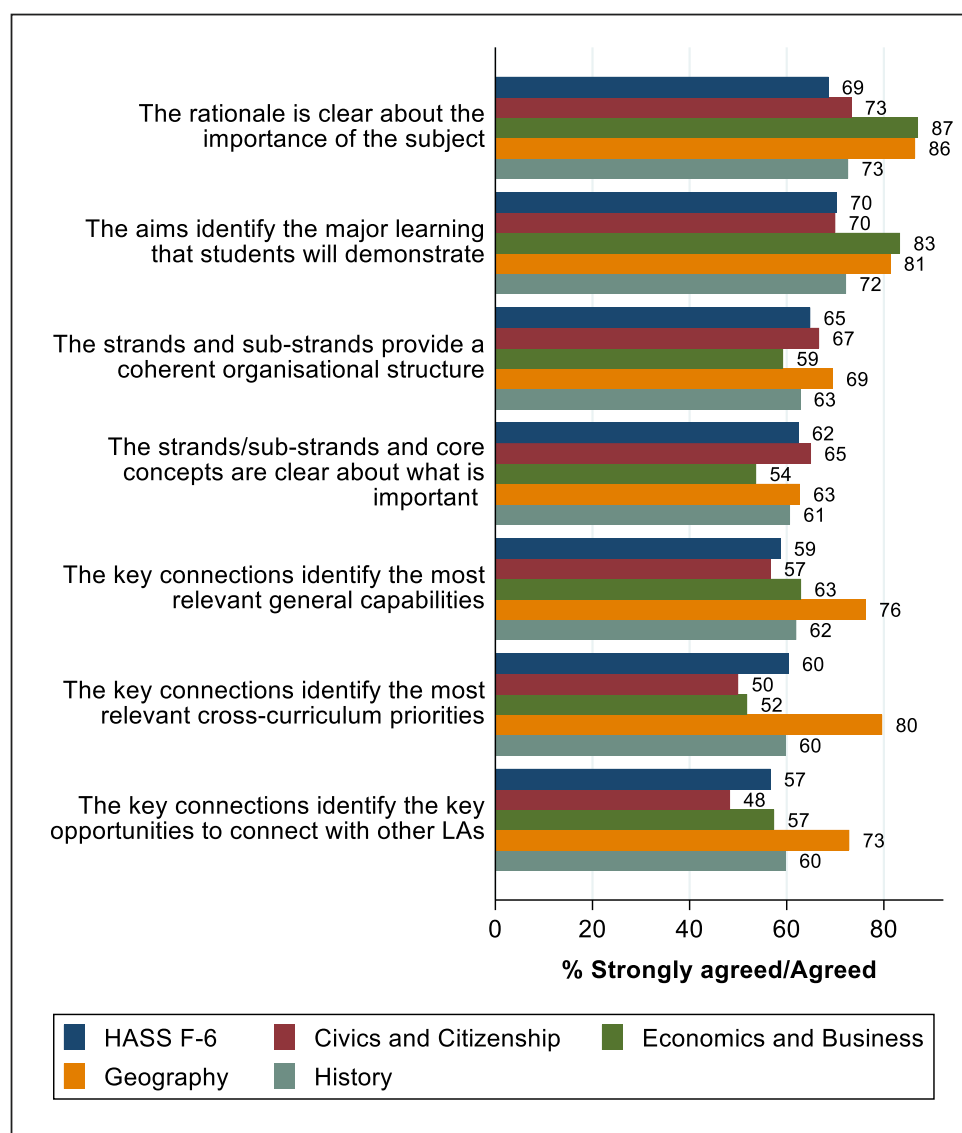
Queensland respondents over-represented their state (based on its population share) across all 5 subjects. However, this was particularly the case in the HASS F-6 (71%) and Economics and Business (81%) surveys compared to the other 3 surveys for which respondents from Queensland constituted between 35% and 49% of the sample. There were also some differences in the extent to which respondents were linked to school sectors and locations between the different surveys as is indicated by the different proportions for Government schools and schools in metropolitan areas in Table 32.

Differences in the number of respondents and their characteristics could indicate that the subject-specific consultations were of varying interests to different groups of stakeholders. They also serve to caution when

interpreting differences in the results between the different HASS subjects. As was indicated in the results in this report, the type of respondent and the state they were based in can be associated with differences in perceptions about elements of the revised curriculum. Differences in these respondent characteristics between the different HASS subject surveys then will likely generate differences in the results between subjects – comparing subjects then is not comparing like for like. For these reasons, and also because results for 3 of the subjects are based on relatively small sample sizes that introduce volatility to percentages, the following presentation of results for the 5 subjects is held brief and should be seen in the context of these limitations (also see Section 3.4.6).

Figure 43 shows the level of agreement for the statements in the Introductory elements section for the 5 HASS subjects.

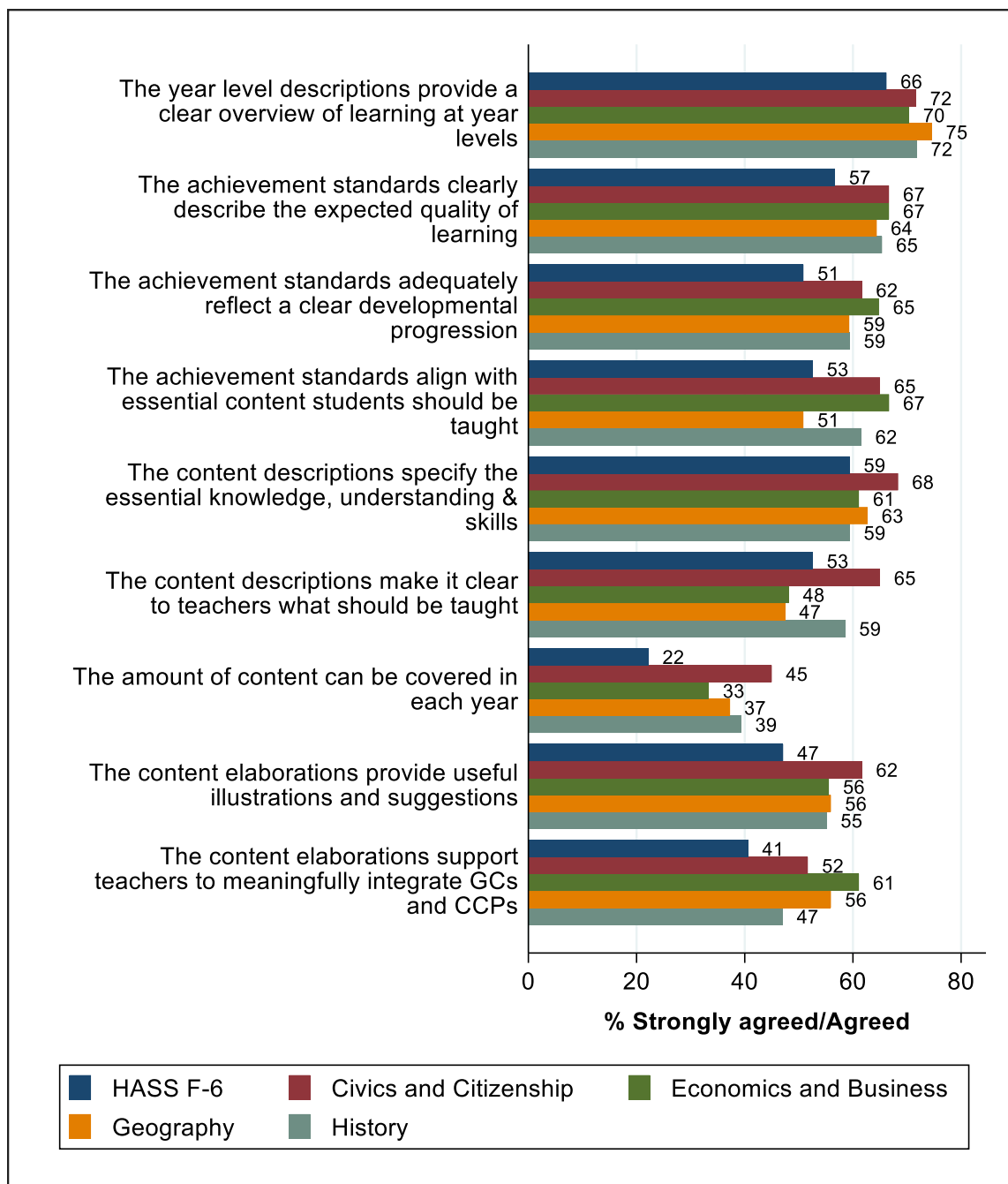
Figure 43: Introductory elements by subject, HASS survey respondents



Of the 5 subjects the agreement level for all 8 statements was relatively high for Geography respondents although they were slightly exceeded by Economics and Business respondents for the statements that the rationale was clear about the importance of the subject, and that the aims identify the major learning that students should demonstrate. Results for the 2 largest of the HASS surveys, HASS F-6 and History 7-10, were very similar.

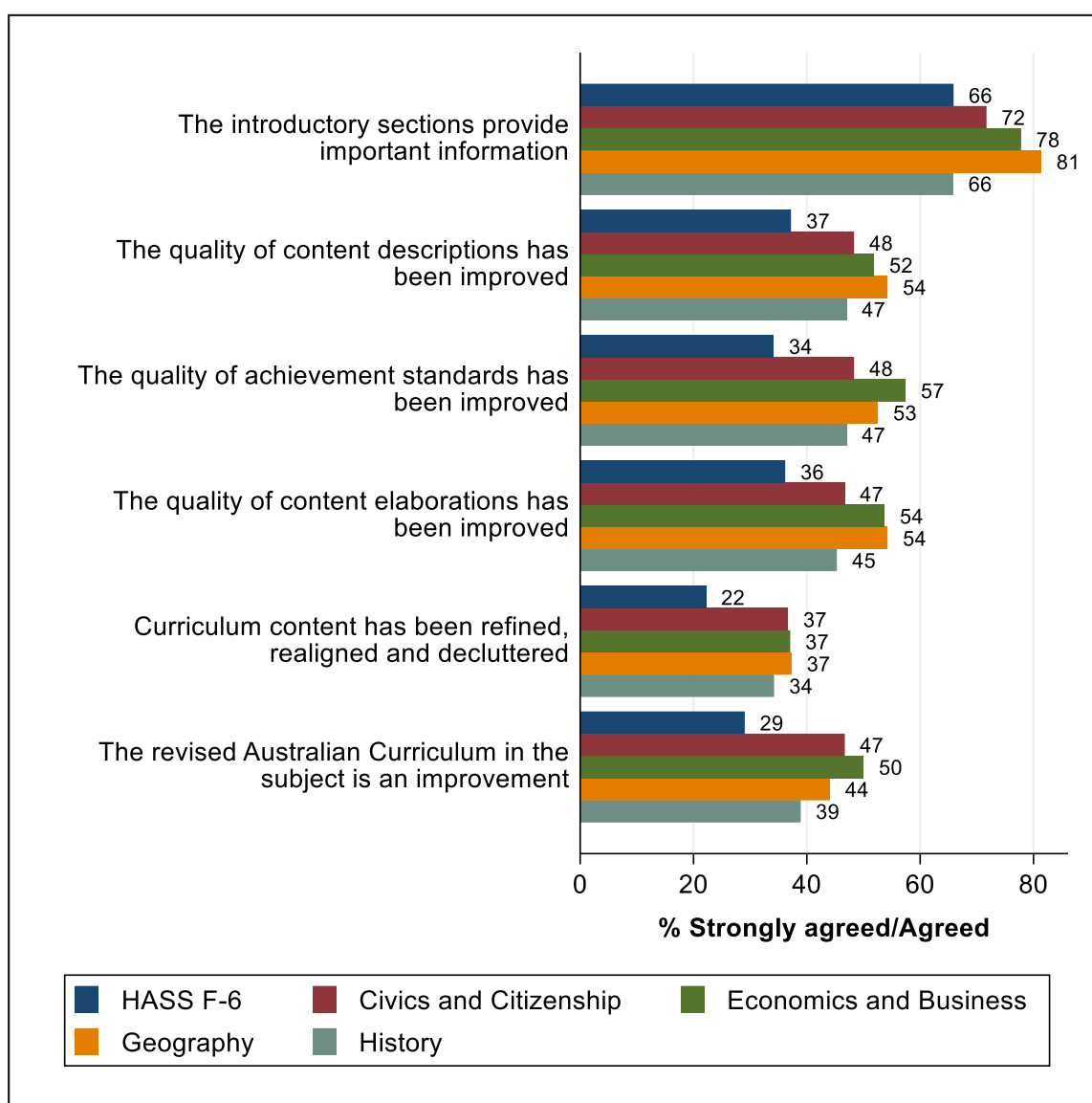
The results for the statements in the Curriculum elements section of the survey for all 5 subjects are shown in Figure 44. Perhaps the most noteworthy pattern here is the relatively low level of agreement expressed by HASS F-6 respondents.

Figure 44: Curriculum elements by subjects, HASS survey respondents



This pattern was more pronounced for responses to the TOR statements in the Overall feedback section of the survey: HASS F-6 respondents were least likely to confirm the 5 TOR statements that the Review had achieved its objectives (the bottom 5 statements in Figure 45).

Figure 45: Overall feedback by subjects, HASS survey respondents



Open-ended comments captured during the survey across all subjects most often related to perceived opportunities to improve the curriculum content via additions, removals, and changed wording of descriptions, but also expressed approval for aspects of the revised curriculum. For HASS F-6 and History such commentary was often about the larger focus of Indigenous perspectives given in the respective curriculums. For the other subjects it was related to other components. Suggestions to remove or add content were often of a more generic nature, and tended to be very varied when they were of a more specific nature.

Relatively common across all 5 subjects were perceptions that there was too much content, which was sometimes accompanied by making references to state and territory-specific contexts in which the HASS curriculum is implemented. This is consistent with agreement ratings for the statement 'The amount of content can be covered in each year' (see Figure 44). This statement attracted the lowest level of agreement outside the 5 TOR statements from respondents across all 5 subjects.

Resourcing/support for implementing the revised curriculum, but also thoughts on effective pedagogies were also of some prominence in HASS F-6, Geography and History.

6. Feedback from email submissions

There were 11,894 email submissions received for the learning area HASS. Of these submissions, there were 11,458 received from myvoice@oneclickpolitics.com, and they constituted one of 4 template emails. A further 251 submissions also appeared to be based on templates although sent from different email addresses. Another 3 emails came with altogether 302 signatures. The content of all these submissions centred around the Judeo-Christian heritage and the role of Western civilisation in the curriculum.

Table 33 presents the breakdown of the remaining 182 standard email submissions by subject within the learning area of HASS. The majority of respondents from the 182 standard email submissions commented on History, followed by general comments about HASS overall (which were not always constrained to the Foundation to Year 6 level).

Table 33. Breakdown of standard email submissions by subject, learning area HASS

Subject	Number [^]	Percentage
Civics & Citizenship	16	8.8%
Geography	10	5.5%
Economics & Business	3	1.6%
History	112	61.5%
HASS overall	49	26.9%

[^] Some submissions addressed multiple subjects so that the numbers in the table add up to 190 rather than to 182.

6.1 Stakeholder profile

A number of email respondents had self-disclosed their position and/or affiliation, making it possible to summarise some of the demographic characteristics of respondents. Table 34 shows that of email respondents:

- 11 were from academics, and 14 were from experts in the field
- 20 were from teachers, and one was from a student
- 29 were from community members and an additional 11 were from parents
- 41 were from an association or body.

Table 34. Type of stakeholder, HASS email submissions

	Number of email submissions	Percentage
Teachers or students	21	11.5%
Association or body	41	22.5%
Academics or experts	25	13.7%
Parent or community member	41	22.5%
Unclear	54	29.7%
Total	182	100.0%

A list of organisations which self-identified in email submissions across all learning areas, general capabilities and cross-curriculum priorities is provided in Appendix F.

6.2 Key findings from email submissions

There were 182 standard submissions that could be coded according to the code frame. Of these 182 submissions, there were 47 that had attachment that was coded alongside the email message provided. The remainder did not have an attachment, but the content within the emails was coded.

The code frame (see Appendix C), was utilised to analyse the content of the email submission feedback. As per the open-ended survey feedback, respondents may make the same point multiple times with different examples, but a theme is only coded once for that respondent.

6.2.1 Major themes and subthemes

Table 35 summarises the major themes that emerged from the feedback from the 182 standard email submissions, alongside the number and percentage of email respondents discussing this theme.

Table 36 lists the top 5 main themes and associated subthemes; including presentation of the number and percentage of respondents providing feedback that was captured by these themes. It is possible that a single response has utterances that span across multiple themes. As a result, a comment from a single respondent would be coded to more than one theme. Likewise, a single response could be coded to more than one subtheme.

Table 35. Summary major themes, HASS standard email submissions

Major theme	Number of email submissions	Percentage
Introductory elements	35	19.2%
Content has improved & should remain	27	14.8%
Content should be added	134	73.6%
Content should be removed	62	34.1%
Evidenced-based content	7	3.8%
Inclusive Content	63	34.6%
Manageability of Content	42	23.1%
Sequencing of Content	16	8.8%
Achievement Standards	9	4.9%
Clarity	56	30.8%
Implementation	40	22.0%
Other	41	22.5%

As can be seen from the tables, the majority of respondents (over 70%) felt that further *content should be added* to the HASS curriculum. This presented as the most dominant theme from the feedback. The other 2 leading themes were that *content should be removed* (34% of respondents), and *inclusivity of content* (35% of respondents). As mentioned above, the majority of respondents commented on the subject of History, and the leading subthemes could largely reflect feedback related to History.

As indicated in Table 36, the leading subthemes, as reflected by the largest number of respondents commented on these, reflected *content that should be added*, including *various other learning area specific content*, as well as *general content*.

Table 36. Summary of subthemes, HASS standard email submissions

Major theme and subtheme	Number of email submission	Percentage
Content should be added	134	73.6%
General views that additional or new content should be added	41	22.5%
Additional or new content should be added for better alignment with rationale/aim of learning area	5	2.7%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	30	16.5%
Various other LA specific content that should be added	110	60.4%
Inclusive Content	63	34.6%
The curriculum content is inclusive of diverse learners' interests and capabilities.	3	1.6%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.	52	28.6%
There are concerns around the age-appropriateness of content	13	7.1%
Content should be removed	62	34.1%
General views that there is content that should be removed	32	17.6%
Content should be removed as it is not aligned with rationale/aim of learning area	1	0.5%
There is too much emphasis on Indigenous cultures and perspectives	5	2.7%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	5	2.7%
Various other LA specific content that should be removed	36	19.8%
Clarity	56	30.8%
The overall language of the curriculum is clearer and/or easier to understand	2	1.1%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	29	15.9%
The wording of the content descriptions is clearer and/or easier to understand	10	5.5%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	24	13.2%
The wording of the achievement standards is clearer and/or easier to understand	7	3.8%
The wording of the achievement standards need further clarity	13	7.1%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	3	1.6%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	13	7.1%
Manageability (Amount of Content)	42	23.1%
Decluttering of content evident, the amount of content is more manageable	3	1.6%
Still too much content/further decluttering needed	39	21.4%

In relation to *content to be added* and, to a lesser extent, in relation to *content to be removed*, respondents, mostly sole respondents, raised concerns about the balance of content, in particular requesting a greater inclusion of content around the role of Christianity in Australia, while most, acknowledged the importance of including the impact of Indigenous Australians. These comments were predominant when discussing History, but also in Civics and HASS generally.

"I am writing today to provide my feedback on the revised national Australian Curriculum. I am a teacher with 29 years experience working in primary and secondary state and independent schools. I believe that the content in all subjects of the Australian Curriculum needs to be decluttered. Some essential content in the HASS and Civics curricula needs to be re-introduced. I believe that the F-6 HASS and 3- 10 Civics curricula fails to meet the needs of students to understand the origins of the Western Culture that they live in, nor does it adequately prepare them for a future in this culture. More reference needs to be made in the AC to the role of Christianity and Ancient Rome and Greece as the foundations of our political, judicial and moral culture in Australia." (Teacher)

"Even though subject matter relating to Indigenous people is covered every year in primary school through the current HASS curriculum, there is now a demand that it is also embedded in every subject, in every year. As much as I agree that it is important to learn about the culture of Indigenous Australians, I cannot understand how it completely overrides the need for Australian children to learn about the history of Western civilization which forms the basis of so much of our celebrated Australian identity and culture." (Teacher)

Simultaneously discussed with some of these comments were remarks around the *inclusiveness of content*, with some respondents seeing that the content did not adequately accommodate diverse learners' interests.

Fewer submissions were received for each of the HASS areas primarily from associations, academics, and experts in the field. In these instances, respondents provided suggested improvements, including to strengthen concepts and language. Further detail is provided below.

HASS Overall - Language

Respondents made suggestions within the theme of *clarity*. There were recommendations within this theme for improved terminology and description of concepts.

"The concepts are not described in any detail. This is a serious mistake as teachers need a strong and well researched explanation as to what these concepts mean in the context of the study of history." (Community member)

History

As well as what has been discussed above, some respondents spoke about the content decisions being political in nature and/or reiterating their views on the importance of Christianity and western civilization in the curriculum. Some also referred to links between the curriculum and current educational standards:

"Our children should be taught how to be thinkers, and given the tools to expand their mind with new concepts. The fact that the simple learning of times tables is being pushed back a year shows a complete failure to understand the problems within our current curriculum. And the removal of the fact that our nation was founded as a Christian nation following white settlement is a white-washing of history and a revisionist form of examining our past." (Parent)

In contrast, other respondents welcomed the revisions to the perspectives of history:

"We agree that providing room for multiple perspectives and exploring the contestable nature of history is important and feel these additions will create a more educated and open-minded society." (Cool Australia)

Some respondents spoke about their concerns around the allocation of time to the different content areas in History:

"... in History, the study of the ancient world in Year 7 includes 2 societies, with one being First Nations People of Australia. There are only 3 content descriptors to cover 'Overview of the Ancient World (Egypt, Mesopotamia, Persia, Greece, Rome, India and China)' in contrast to 9 content descriptors for Deep Time History of Australia. [] recommends a more balanced approach to Year 7 History so that there is equal time allowed for studying the 2 chosen societies." (Australian Association of Christian Schools)

Geography

When discussing the subject of geography, some respondents made remarks about specific *content that should be added*, including the suggestion of the addition of and need for inquiry to be included in the strands.

“The language should be changed to reflect geographical inquiry...” (Unknown)

“Geographical inquiry must be returned to the title of the strand and elaborated in the sections. We urge the review team to reconsider the draft and reinstate geographical inquiry back into the AC returning it to its place as a key strand alongside knowledge and understanding. This is essential to signal its significance as an overall approach and stance in teaching and learning geography. Concise statements about its significance must be included to help users of the curriculum (particularly teachers and curriculum resource designers) to better understand the rationale for and connections with the recommended 4 sub-strands under ‘geographical skills.’” (Group of Academics)

There were some submissions that called for geography to have a closer association with STEM disciplines as well as HASS so that:

“... graduates have the capacity to appreciate and understand both the natural and social sciences and deploy the tools of both to solve societal problems” Institute of Australian Geographers (IAG) and that this inclusion should primarily be included in the geological skills” (Australian Geography Teachers Association).

In addition, there was a perceived need to strengthen links with the cross-curriculum priority of Sustainability:

“There is a sense in this revision of the Geography curriculum we have improved our social justice aims, but lost an element of evaluation of environmental practices. By concentrating on the (historical) concept of Change there is less understanding of the environmental costs of change and the protective strategies required to ensure sustainability of environments and ecosystems. We consider Sustainability to be the “big idea” for Geography, and while the word sustainability is used liberally throughout the curriculum, the curriculum points do not always match.” (Geography & History Teachers Association NT)

There were general concerns around *clarity*, particularly in relation to wording and organisation of content. Some had concerns about imprecise and inaccurate language being used in the content descriptions, allowing for inexperienced teachers to spread further misunderstandings. A primary concern was that the content descriptions were merged together which resulted in a loss of valuable content, but more “clutter” content being included in the curriculum:

“The new version, as written, focusses on the geomorphological processes and therefore removes the study of the spiritual, aesthetic and cultural value of landscapes because that aspect is only used to select the landscapes/landforms for a study of those processes.”

There was a consistent theme that the content elaborations needed revision for both accuracy and usefulness and references to fieldwork needed to be more explicit throughout the curriculum.

Civics and Citizenship

As part of the theme of *content should be added*, there were a number of comments that indicated respondents saw room for improvement around sequencing, as well as alignment to the Alice Springs (Mparntwe) Declaration.

“We are pleased to see foregrounding of the First Nations People of Australia, inclusion of the concept of active citizenship and a stronger focus on contemporary issues. However, we still recommend that in revisions after this period of consultation, some key components of civics and citizenship should receive increased emphasis and some content, that is conceptually difficult at the proposed level, should be moved to a higher year level.” (Social and Citizenship Education Association of Australia)

“Highlights the lack of alignment between the F-10 concepts and the 7-10 concepts, with concepts like active citizenship and global citizens not appearing until secondary school; Emphasises that this reduction in concepts does not reduce content but does omit vital elements, for example, omitting active citizens from the F-6 concept of democracy and citizenship, despite active engagement being a core goal of the Alice Springs (Mparntwe) Declaration (Education Services Australia, 2019)” (the Queensland Global Citizenship Education Network [QGCEN])

However, other comments suggested respondents saw the sequencing as appropriate.

“The progression from early ideas about rules and fairness, to the questions about democracy and participating in their community in Year 3, then to studying local government in Year 4, elections in Year 5, and the 3 levels of government in a Federation in Year 6 provide a good basis for studies in Civics and Citizenship in secondary years...”

Economics and Business

Only a small number of respondents spoke about Economics and Business specifically. These respondents provided a number of suggested examples for improvement as part of the theme, *content should be added*. Some expressed concerns about *manageability*. A couple mentioned the importance of continuity, and the need for improved *clarity* between strand, elaborations and content descriptions in order to give enough direction to teachers about what to teach:

“The proposed curriculum, starting from the rationale, does not yet communicate economic and business core concepts accurately, with appropriate terminology and in a way that would support teachers. This particularly impacts those who are teaching E&B without subject matter expertise or without an economics or business teacher on staff - which can occur in especially in regional and remote schools.” (Queensland Economic Teachers Association)

A couple of respondents suggested that the term ‘Business’ needed to be more explicit in the core concepts. Some welcomed the addition of superannuation and tax to the curriculum, with one providing the following further elaboration:

“We bring a specific focus to the ‘Economics and Business 7-10 Learning Area’ with suggestions for how it might incorporate tax and accounting basic knowledge as part of the ‘Consumer and financial literacy’ core concept. We emphasize that such knowledge and skills would both enhance students’ grasp of economics and business generally and develop a deeper understanding of Australia’s tax system specifically. This would in turn encourage tax compliance and potentially avoid financial distress later in life due to being uninformed or unaware of tax compliance obligations.” (UNSW Tax Clinic)

6.2.2 Summary

In total, there were 11,894 email submissions related to the Learning Area of HASS. Of these submission, there were 11,709 emails that appeared to be based on templates with most of those received from myvoice@oneclickpolitics.com. Three emails were petition-style emails with altogether 302 signatures. The content of all these emails focused entirely on the perceived importance of the Judeo-Christian heritage and the role of Western civilisation in shaping Australian society.

Of the remaining 182 submissions, the majority specifically commented on History, while a sizeable portion commented on HASS generally or all subjects within HASS. The theme of Christianity was noted again, with calls for further inclusion in the curriculum. At the same time, many of the standard email submissions also emphasised the importance of including Indigenous Histories and Cultures within HASS. Other comments were largely around improvement of clarity, with some comments relating to sequencing and alignment, particularly for Civics and Citizenship while some comments on Geography raised the potential to have stronger links with cross-curriculum priorities and other learning areas.

7. Jurisdictional feedback

7.1 Stakeholder profile

Submissions were invited from each state and territory as well as the 2 national sector peak bodies. Nine submissions were received in total: Queensland, New South Wales, Victoria, Western Australia, South Australia, Tasmania, the Northern Territory, Independent Schools Australia, and the National Catholic Education Commission. The Australian Capital Territory abstained from providing feedback at this point while noting its contributions via working groups, individual submissions, regular meetings and trial schools.

Table 37 lists the participating jurisdictions and national sector peak bodies that provided feedback on the revised HASS curriculum. Jurisdictions are allocated against the individual subjects and the overall HASS level based on the structure and content of their feedback. As the table shows, not all jurisdictions commented on all individual subjects, at least not in a more systematic way.

Table 37: Participating jurisdictional stakeholders, HASS consultation

	HASS F-6	Civics and Citizenship	Economics and Business	Geography	History	HASS overall
New South Wales					✓	✓
Victoria	✓	✓	✓	✓	✓	
Queensland	✓	✓	✓	✓	✓	
South Australia	✓	✓	✓	✓	✓	✓
Western Australia	✓	✓	✓	✓		✓
Northern Territory						✓
Tasmania						✓
Independent Schools Australia					✓	✓
National Catholic Education Commission	✓	✓	✓	✓	✓	✓

The jurisdictions were invited to respond using a pre-defined template that aligned with the online survey that was publicly available, although this template was not always followed. Of the 9 jurisdictions who submitted feedback on the revised HASS Learning Area, Tasmania and the Northern Territory provided broad feedback. Western Australia and Queensland provided extensive and detailed subject-specific feedback for all HASS subjects. Victoria provided substantial subject-specific feedback on HASS F – 6, Civics and Citizenship F – 6 and 7 – 10, History F – 6 and 7 - 10, Economics and Business F – 6 and 7 - 10, and Geography F – 6 and 7 – 10. South Australia, Independent Schools Australia (ISA), and the National Catholic Education Commission (NCEC) provided substantial feedback both on the learning area and specific subjects. New South Wales provided general feedback in relation to the HASS Learning area as well as noting issues of concern in relation to some subjects, including History and Geography.



































Jurisdictions used a variety of methods to generate feedback from their stakeholders, such as learning area focus groups, forums, and webinars. Examples of stakeholders include state and independent schooling sectors, and professional associations.

7.2 Jurisdictional responses to Overall feedback survey statements

As part of seeking their feedback, the invited jurisdictions were encouraged to respond to the 6 survey statements from the Overall feedback section of the survey. Five of the 9 participating jurisdictions (Tasmania, Queensland, Western Australia, Northern Territory and Independent Schools Australia) provided responses to these questions.





Table 38 presents these results individually for the 5 jurisdictions that responded to the 6 survey statements.

Table 38: Overall feedback by jurisdictional stakeholder

	ISA	NT	TAS	WA	QLD [^]
The introductory sections provide important information					 1  4
The quality of achievement standards has been improved					 5
The quality of content descriptions has been improved					 4  1
The quality of content elaborations has been improved					 4  1
Curriculum content has been refined, realigned and decluttered					 3  2
The revised Australian Curriculum in the LA is an improvement on the current version					 

[^] Qld provided separate ratings for HASS F-6, Civics and Citizenship, Economics and Business, Geography and History. The circles and numbers in the circles indicate how many times a rating occurred.

Victoria, New South Wales, National Catholic Education Commission and South Australia did not provide ratings to the Overall feedback survey questions. Tasmania did not provide a rating for the achievement standard question. The Australian Capital Territory did not provide a submission.

 Strongly agree	 Agree	 Disagree	 Strongly disagree
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It is evident from Table 38 that of the 5 jurisdictions who responded to the overall statements, Western Australia and Queensland expressed disagreement with the 5 TOR statements while the Northern Territory, and Tasmania responded positively. Independent Schools Australia (ISA) gave mixed agreement ratings. However, 4 of the 5 jurisdictional stakeholders disagreed or strongly disagreed with the proposition that the curriculum content had been refined, realigned and decluttered.

While Victoria, New South Wales, South Australia, and the National Catholic Education Commission (NCEC) did not respond to the overall statements, analysis of the qualitative data indicates that the NCEC and South Australia regarded the introductory elements as improved while suggesting some further improvements. In terms of achievement standards, the NCEC welcomed the revisions and refinements, but South Australia indicated that these tended to be less clear. Regarding manageability, Victoria noted a significant reduction in content. New South Wales indicated that more decluttering is needed, particularly in History 7–10. In contrast, South Australia indicated History and Geography were more manageable but feels HASS F–6 and Civics and Citizenship are still content heavy. Overall, New South Wales indicated more work is needed in the Humanities and Social Sciences learning area, South Australia noted significant improvements to the F–6 curriculum but also that more improvements are needed in HASS, while Victoria appeared to broadly support the revised curriculum while making suggestions for further improvements.

7.3 Major themes and subthemes

The themes that were most prominent in participating jurisdictions' feedback across the learning area and subjects were *introductory elements* (with HASS and History receiving the most comments), *clarity* (with HASS and History receiving the most comments), *content should be added* (with Geography and HASS receiving the most comments), *content has improved or should remain* (with HASS receiving the most comments), and *manageability* (with HASS and Civics and Citizenship receiving the most comments).

7.3.1 HASS learning area

Tasmania, the Northern Territory and ISA provided feedback on the HASS learning area only, with ISA offering some subject-specific comments. All 3 were predominantly positive about the revised HASS curriculum, with support for First Nation content evident.

“The proposed changes accord with the aspirations and priorities of Aboriginal educators and community in Tasmania.” (Tasmania)

“Recognises, in an appropriate way, our First Nations People.” (ISA)

Other comments from jurisdictional stakeholders around the HASS learning area as a whole related to the introductory elements which were broadly seen as improved with some recommendations for further improvement.

“The rationale makes reference to the importance of developing the ability to question, think critically, solve problems and communicate effectively. To support this rationale, a greater focus on the skills and methods used in the Humanities and Social Sciences within the knowledge and understanding substrand is required.” (Western Australia)

“The Rationale for the Australian Curriculum: humanities and social sciences (HASS) describes the importance of HASS in providing a broad understanding of the world and how students can participate as active and informed citizens. The rationale and aims are written clearly to appropriately identify the importance of the learning area and the learning that students will demonstrate.” (NCEC)

“Opportunities to connect with other learning areas needs to be more explicit.” (Western Australia)

Further, some jurisdictions expressed concern that there is not a ‘Key considerations’ section:

“The term ‘key considerations’ is not mentioned in the HASS consultation curriculum as it is in other learning areas. A specific section highlighting key considerations, present in drafts for other key learning areas, is completely missing. This is a curious and perhaps serious omission given the core concepts, content, and skills of HASS.” (NCEC)

“This section is not within any of the HASS subjects or learning area. This section does appear in all other learning areas. It is recommended that key considerations are added to all HASS subjects.” (Queensland)

7.3.2 HASS F – 6

In HASS F–6, *introductory elements* was the most prominent theme. Generally, the rationale and aims were seen as improved, while the strands, substrands and core concepts tended to be regarded as needing further improvement. Mixed feedback was provided on the key connections, with 4 jurisdictions noting that these had improved in some manner, while also offering suggestions for further improvement.

“The proposed rationale is supported and considered appropriate. The aims are connected to the F–6 Humanities and Social Sciences (HASS) subject and the HASS learning area.” (Queensland)

“The overarching Humanities and Social Sciences aims are clear for F– 10. A description outlining the practical application of the skills would highlight the value of studying Humanities and Social Sciences to students... Opportunities to connect with other learning areas needs to be more explicit.” (Western Australia)

“This section [key connections] is very text heavy and can be cumbersome for teachers to understand and interpret. The use of diagrams or tables could be a better way to present the information in a way that teachers can access and understand.” (South Australia)

“The key connections listed are relevant to F–6 HASS. However, it is recommended that this section would be strengthened if connections were also made to the: • Ethical Understandings and Intercultural Understandings general capabilities • Asia and Australia’s engagement with Asia and Sustainability cross-curriculum priorities.” (Queensland)

In terms of *clarity*, the 2nd most prominent theme, while some jurisdictions noted improvements, others suggested more refinement of language was needed across various curriculum elements:

“The year level descriptions are verbose and lack clarity about what needs to be taught.” (Western Australia)

“Resequencing and reframing of content and strengthening of the skills strand has increased clarity for teachers and improved the conceptual progression of learning.” (Northern Territory)

“... the amalgamation of content descriptions has led to some descriptions becoming more complex and conceptually demanding.” (New South Wales)

“The refinement, revision and reduction of the content descriptions have improved clarity and consistency of language, provided a clearer focus for each year level and enabled a better alignment of the cognitive demands between the content description and the achievement standards.” (NCEC)

In terms of improved content, the inclusion of First nations perspectives was welcomed and valued although some improvements were suggested, including in relation to implementation:

“The draft elaborations in both Civics and citizenship, and History make strong links to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.” (Victoria)

“It is suggested that the language of Aboriginal peoples and Torres Strait Islander peoples should continue to be applied consistently across the curriculum and the range of other terms is removed.” (Queensland)

“Teachers will require professional learning and quality assured support resources to support the implementation of this culturally sensitive content related to First Nations Australians.” (Western Australia)

“The proposals were considerate of Australia’s geo-political place in the South-East Asian region. Recognises, in an appropriate way, our First Nations People.” (ISA)

“It would be helpful to provide quality resources related to the Key Connections: Aboriginal and Torres Strait Islander histories and cultures and the relevant Elaborations as they can be challenging especially for early career teachers. Given that the curriculum consultation states that HASS “is the primary learning area where students explore and deepen their knowledge of Aboriginal Peoples and Torres Strait Islander Peoples as the world’s oldest continuous living cultures and Australia’s First Nations Peoples”, perhaps at least a section discussing appropriate cultural protocols for engaging with First Nations Australians would be appropriate.” (NCEC)

In terms of manageability, while reduction was noted in some manner by most jurisdictions further decluttering was recommended:

“There has not been a reduction in the amount of content required to be taught and assessed in F–6 HASS ... It is recommended that further refinement, reduction and decluttering occur in F–6 HASS, while maintaining the integrity of the curriculum.” (Queensland)

“The proposed curriculum reduces the number of content descriptions in HASS F–6 from 202 to 115. This is a significant reduction in content.” (Victoria)

“... the compression and combination of content points and incorporation of new content has produced some content descriptions that would be difficult to achieve due to their complexity, their capacity to meet student need and time limitations.” (New South Wales)

“There is still a lot of content to cover, particularly in Civics and Citizenship, which may result in the subject being taught only at a surface level.” (South Australia)

“A sense that this has not been refined nor de-cluttered enough.” (ISA)

“There is a very strong concern that the F-6 curriculum has not been adequately decluttered or content reduced and encourages superficial rather than deep learning.” (NCEC)

7.3.3 History 7 – 10

Only a few jurisdictions offered specific feedback in relation to History, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC and South Australia who provided specific feedback, and Victoria that offered some feedback.

In terms of *manageability*, while South Australia regarded this as improved, Victoria, New South Wales and Queensland indicated more refinement was needed, as did the NCEC:

"The decluttering and refining of content descriptions makes the curriculum more manageable for teachers. By consolidating content descriptions teachers can ensure commonality across classrooms, regardless of the depth study chosen. Further this will allow students to compare and contrast with greater ease." (South Australia)

"The proposed curriculum reduces the number of topics students have to study in History across year-levels 7–10 from 12 to 8, and the number of content descriptions from 160 to 116. This is a significant reduction in content." (Victoria)

"Complex content descriptions have expanded what students are to learn and some accompanying content elaborations, while not mandatory, include further complexity and added content." (New South Wales)

"There has not been a reduction in the amount of content required to be taught, assessed and reported against in Years 7 to 10 History. New content has been added, including an entirely new sub-strand in Year 7: 'Deep time history of Australia (65,000 years ago)'. While rich diversity within the curriculum is welcome and endorsed, there are some concerns ..." (Queensland)

"While refinements and reduction to content have been made there is also significant new content across the learning area. This results in a curriculum that has not been decluttered, remains content heavy and limits the opportunity for effective teaching and learning. Further refinement is required." (NCEC)

In relation to *clarity*, while Victoria and the NCEC noted improvement, Queensland indicated some concerns:

"Refinement of depth studies into sub-strands with a common set of content descriptions improves the coherence and clarity of the History curriculum ... The refinement of content descriptions to make explicit historical thinking concepts and civics concepts have created clarity and alignment to the achievement standards. They are structured consistently, clearly illustrating the increasing cognitive demand over year-levels." (Victoria)

"The realignment of the history skills strand to better reflect historical thinking is appropriate and provides good clarity, supports history methodology, and a strong connection to the core concepts." (NCEC)

"It is recommended that the language used within the content elaborations be reviewed and revised to ensure that language choices are consistent with a disciplinary-based study of history." (Queensland)

"Another concern is that Year 8 content descriptions lack detail. This is due to the application of the same content descriptions to each of the Year 8 sub-strands. A generic approach does not provide the clarity required to plan teaching and learning experiences and design appropriate assessment items." (Queensland)

In relation to improved content, First Nations perspectives were generally welcomed although some strategies for further improvement were suggested, including in relation to implementation:

"The additional content in the First Nations Histories and Cultures strand in Year 7 History needs refining and resequencing to better suit Year 7 students' conceptual understanding and first experience of studying ancient societies." (New South Wales)

"History Year-levels 7–10: Deep Time History of Australia is a positive addition to Year 7 History. However, the content descriptions and elaborations are too complex and sophisticated. Some elaborations may also be considered ahistorical." (Victoria)

"When investigating 'deep history', understanding one of the oldest civilisations (First Nation Peoples of Australia) in the world is appropriate. A positive and focused change." (ISA)

7.3.4 Civics and Citizenship

Only a few jurisdictions offered specific feedback in relation to Civics and Citizenship, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback.

As with HASS generally, the introductory elements were mostly regarded as improved.

“The rationale and aims are clear and coherent and provide a strong foundation for understanding the scope of the learning area and underpinning teaching and learning across the year levels.” (NCEC)

“The rationale is clear and meets future needs for the subject ... The Civics and Citizenship aims are appropriate. However, it is recommended that the aims be reviewed to create greater simplicity and to remove language terms that are redundant and/or easily misinterpreted.” (Queensland)

In relation to Civics and Citizenship, *manageability* was one prominent theme. Apart from Victoria, feedback indicated a sense that the revised curriculum needs more decluttering:

“Further refinement and decluttering of the Years 7 to 10 Civics and Citizenship curriculum is required... The content descriptions have not been refined or reduced.” (Queensland)

“There is no reduction in content with content descriptions being combined or added.” (Western Australia)

“There is still too much content in this subject considering time allocations.” (NCEC)

“The number of content descriptions in Civics and Citizenship Years 7–10 has been reduced from 41, in the current curriculum, to a proposed 40.” (Victoria)

Clarity was another theme that received attention and mixed feedback.

“Consistency in language across all elements of the curriculum will improve clarity and accessibility. It is recommended that the use of language be made consistent across all curriculum elements.” (Queensland)

“The achievement standards are also quite clear and relate explicitly to the content descriptions.” (Victoria)

“The organisational structure provides a clear and coherent outline of the learning area. The revised organisation of the strands and sub-strands add to the clarity of the learning area.” (NCEC)

7.3.5 Geography

Only a few jurisdictions offered specific feedback in relation to Geography, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback. New South Wales noted only that there was a lack of subject specific terminology in Geography that comprised the integrity of the subject.

In relation to *manageability*, there was a pattern in feedback suggesting more refinement was needed.

“While the absolute number of content descriptions in the proposed curriculum is lower, content overall has not been reduced. In many instances, CDs have simply been amalgamated, resulting in complex CDs that may be very challenging to teach.” (Victoria)

“While refinements have been made, existing content descriptions have often been combined into content descriptions that include additional content. This means that the curriculum has not been decluttered effectively and opportunities to teach the content in-depth will be limited.” (Queensland)

“There is no reduction in content.” (Western Australia)

In relation to *clarity*, Western Australia offered several specific examples of content descriptions that could be clearer. Victoria and Queensland also suggested that more improvement was needed:

“... we suggest that the proposed content descriptions are overly complicated and possibly quite confusing.” (Victoria)

“It is recommended that the language be used consistently across all elements of the Years 7 to 10 Geography curriculum.” (Queensland)

7.3.6 Economics and Business

Only a few jurisdictions offered specific feedback in relation to Economics and Business, with Queensland and Western Australia offering the most detailed and specific feedback, followed by the NCEC providing specific feedback, and Victoria offering some feedback.

In terms of the *introductory elements*, feedback was mixed:

“The rationale of this curriculum is inspiring in nature and correctly sets the scene of a curriculum that is designed to teach students how Australian markets fit within and compare to international markets ... [however] the rationale itself does not present a fair representation of the course.” (NCEC)

“The reorganisation of the sub-strands and inclusion of core concepts has resulted in confusion regarding this subject’s purpose and focus within the HASS learning area.” (Queensland)

Manageability was also a prominent theme in Economics and Business:

“Declutter further to improve manageability, particularly in Years 5 to 6 and Years 7 to 9 in relation to Economics and Business and Civics and Citizenship.” (Northern Territory)

“There appears to be little to no reduction in the number of content descriptions within the Economics and Business curriculum [however] The content does appear to be more clearly specified in the proposed curriculum. Streamlined content descriptions are more explicit and provide greater direction and guidance for teachers.” (Victoria)

“The content descriptions have not been reduced or adequately refined.” (Queensland)

In terms of improved content, several aspects were welcomed:

“The inclusion of a First Nations perspective within Economics and Business is also a positive development. We recommend that First Nations economy or economic decision making models and business case studies be introduced as a point of comparison with contemporary examples.” (Victoria)

“... it is pleasing to see the inclusion of explicit financial literacy content.” (Victoria)

“The inclusion of a discussion of taxation in Year 8 is an improvement on the original curriculum.” (NCEC)

7.4 Summary

Feedback on the HASS learning area was mixed, with some jurisdictions largely endorsing the revised curriculum. Others provided a range of positive feedback in relation to the introductory elements, content descriptions and elaborations, and achievement standards, but also offered specific suggestions for further improvement.

Several jurisdictions noted good opportunities to integrate learning with some cross-curriculum priorities but noted that more integration with other cross-curriculum priorities was needed in some subjects.

As an overarching comment, the inclusion of First Nations perspectives was welcomed and valued. Queensland noted that the title of the Aboriginal and Torres Strait Islander People Histories and Cultures cross-curriculum priority has been endorsed by Education Council and that this term should therefore be used consistently across the curriculum. NSW noted some improvements were needed in relation to First Nations perspectives in History, while the Northern Territory welcomed the addition of Deep Time History of Australia as a compulsory sub-strand in Year 7 History. Western Australia expressed concerns that First

Nations perspectives were included in 'disconnected' ways that may reduce the impact of this content. Several jurisdictions noted that implantation support will be needed (professional development, resources).

Several jurisdictions noted inconsistencies in terminology throughout the HASS learning area. Several jurisdictions were concerned that a key considerations section is not included.

In relation to decluttering and manageability, jurisdictional views varied across subjects, years, and bands – decluttering was acknowledged in some subjects while the need for more content reduction was evident in others. Several felt that content appeared to have been added in some subjects; others felt that important content had been lost. Several jurisdictions offered fine-grained feedback in relation to further content removal and decluttering.

Victoria felt that references to Christianity should be reinstated and provided specific examples in relation to Civics and Citizenship (F–6).

Appendix A – Questionnaire

Consultation survey questions For the learning areas and subjects

Introduction

The learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following learning areas and subjects.

- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS)
 - HASS Foundation – Year 6
 - History Years 7–10
 - Geography Years 7–10
 - Civics and Citizenship Years 7–10
 - Economics and Business Years 7–10
- Health and Physical Education
- Languages
 - Digital Languages
 - Design and Languages
- The HASS
 - The HASS Foundation – Year 6
 - Dance Years 7-10
 - Drama Years 7-10
 - Media HASS Years 7-10
 - Music Years 7-10
 - Visual HASS Years 7-10
- Languages
 - French
 - Japanese
 - Chinese
 - Italian

The survey has 3 sections.

1. Background information:

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

2. General questions

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review. You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

- ☐ Foundation - Year 6 curriculum
- ☐ Years 7 - 10 curriculum
- ☐ Foundation - Year 10 curriculum

Please indicate if you are answering the survey as an individual or as a group.

☐ Individual

☐ Group

Individual response follow up questions

In which state or territory are you based?

- ☐ Australian Capital Territory
- ☐ New South Wales
- ☐ Northern Territory
- ☐ Queensland
- ☐ South Australia
- ☐ Tasmania
- ☐ Victoria
- ☐ Western Australia
- ☐ National
- ☐ Other

Group response follow up questions

In which state or territory are you based?

- ☐ Australian Capital Territory
- ☐ New South Wales
- ☐ Northern Territory
- ☐ Queensland
- ☐ South Australia
- ☐ Tasmania
- ☐ Victoria
- ☐ Western Australia
- ☐ National
- ☐ Other

Which CATEGORY best describes you?

- ☐ Primary teacher*
- ☐ Secondary teacher*
- ☐ F-12 teacher*
- ☐ School leader – Primary*
- ☐ School leader – Secondary*
- ☐ School leader – F-12*
- ☐ Academic
- ☐ Parent*
- ☐ Student*
- ☐ Employer / Business
- ☐ Other

**If you select this category as an individual or group you will be asked 2 additional questions.*

Which CATEGORY best describes you?

- ☐ School*
- ☐ Professional association
- ☐ University faculty
- ☐ Education authority
- ☐ Parent organisation
- ☐ Community organisation
- ☐ Other

Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).

In which sector is your school?

- ☐ Government
- ☐ Catholic
- ☐ Independent

Describe the membership of your group.

Number of members/people represented in this response (approx.). Please use numerical values.

What best describes your school's location?

- ☐ Metropolitan
- ☐ Regional
- ☐ Remote

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key considerations section provides important information for planning teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum elements*Year/band level descriptions*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achievement standards

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The achievement standards adequately reflect a clear developmental progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning described in the achievement standards aligns with the essential content students should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?					

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	<i>Don't know</i>
The introductory sections provide important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments:

If you would like to provide feedback about general aspects of the revised learning area/subject that **have improved**, please use the comments box.

If you would like to provide feedback about general aspects of the revised learning area/subject curriculum that **need further improvement**, please use the comments box.

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?

- ☐ Yes
- ☐ No

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following 2 questions.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **have improved**. If you comment on specific content descriptions or elaborations please reference the code number.

Please add your comments about aspects of the revised learning area/subject for band/level curriculum that **need further improvement**. If you comment on specific content descriptions or elaborations please reference the code number.

Appendix B – Changes to survey statements in reporting

Question labels that were changed in the reporting are listed below.

Wording in questionnaire	Wording in report
The strands/sub-strands and core concepts are clear about what is important in the subject	The strands/sub-strands and core concepts are clear about what is important
The key connections section identifies the key opportunities to connect with other learning areas	The key connections identify the key opportunities to connect with other LAs
The key considerations section provides important information for planning teaching and learning	The key considerations provide important information for teaching and learning
The year level descriptions provide a clear overview of the learning that students should experience at the year level	The year level descriptions provide a clear overview of learning at year levels
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year	The achievement standards clearly describe the expected quality of learning
The learning described in the achievement standards aligns with the essential content students should be taught	The achievement standards align with essential content students should be taught
The content descriptions specify the essential knowledge, understanding and skills that should be learned	The content descriptions specify the essential knowledge, understanding & skills
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content	The content elaborations provide useful illustrations and suggestions
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	The content elaborations support teachers to meaningfully integrate GCs and CCPs

Appendix C – Code frame

A code frame to code the open-ended feedback was co-designed with ACARA. Based on scrutiny of documentation of the proposed curriculum revisions, survey materials and preliminary survey responses, along with ongoing consultation with ACARA, the following themes, and subthemes were established as a code frame.

The themes and subthemes of the code frame which apply to all learning areas are described in this section. The structure of main themes and subthemes is below. A *Various other learning area specific...* category is assigned to 3 of the main themes. This category typically captures a wide variety of opinions and suggestions that respondents expressed in each learning area under the main theme and outside the subthemes of the respective main theme. The category should be interpreted as an 'other' category under the respective main theme. It does not represent a homogenous subtheme that can stand meaningfully by itself.

Theme/Subtheme

Introductory elements: This theme encapsulates views regarding the introductory elements of the curriculum. These subthemes are as follows:

The rationale/aims have improved
The rationale/aims need further improvement
The strand/sub-strands/core concepts have improved
The strand/sub-strands/core concepts need further improvement
The key connections have improved
The key connections need further improvement

Content has improved/should remain: This theme reflects views about the improvements to the curriculum, based on the proposed revisions, along with comments about content that should remain as part of the revisions. These subthemes are as follows:

General views that content has improved
Content has better alignment with who we want our children to become
The level of emphasis on Indigenous cultures and perspectives is appropriate^
Various other LA specific content that has improved or should remain^

Content should be added: This theme captures comments which express a desire for further content to be added. The subthemes are as follows:

General views that additional or new content should be added
Additional or new content should be added for better alignment with rationale/aim of learning area
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)
There should be more emphasis on Indigenous cultures and perspectives^
Various other LA specific content that should be added^

Content should be removed: This theme captures comments which reflect views about content that should be removed from the curriculum. The subthemes are as follows:

General views that there is content that should be removed
Content should be removed it is not aligned with rationale/aim of the learning area
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)
There is too much emphasis on Indigenous cultures and perspectives^
Various other LA specific content that should be removed^

Evidenced-based content: This theme captures comments about the extent to which the curriculum is seen as being based on evidence/science. The subthemes are as follows:

The included content appears evidence-based

The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence

Inclusive content: This theme captures comments about the extent to which the content is considered appropriate and inclusive for students. The subthemes are as follows:

The curriculum content is inclusive of diverse learners' interests and capabilities

The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities.

There are concerns around the age-appropriateness of content

Manageability (amount of content): This theme reflects comments about the extent to which the curriculum is seen as being manageable or cluttered with content. The subthemes are as follows:

Decluttering of content evident, the amount of content is more manageable

Still too much content/further decluttering needed

Sequencing of content: This theme reflects views about the suitability of the developmental progression of content. The subthemes are as follows:

The sequencing of content has improved

The sequencing of content needs further improvement

Achievement standards: This theme reflects views about the suitability of the achievement standards. The subthemes are as follows:

Achievement standards align with content descriptions

Achievement standards need better alignment with content descriptions

Clarity: This overarching theme encompasses the readability and ease of understanding the documentation. The subthemes are as follows:

The overall language of the curriculum is clearer and/or easier to understand

The overall language of the curriculum could use further revision to be clearer and/or easier to understand

The wording of the content descriptions is clearer and/or easier to understand

The wording of the content descriptions could use further revision to be clearer and/or easier to understand

The wording of the achievement standards is clearer and/or easier to understand

The wording of the achievement standards need further clarity

The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand

The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand

Implementation (out of scope): This theme captures comments that raise issues around implementation. Whilst these comments are technically out of scope of the terms of reference of the Review, they were considered predominant enough in the responses to be coded. The subthemes are as follows:

Pedagogy - this overarching theme encompasses feedback about how children should be taught

Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.

Support for implementation

Other: Any comments that could not be captured in the themes above, were coded here.

Sub-themes indicating improvement

Sub-themes indicating further refinements

Appendix D – Groups participating in the survey

HASS F-6

Group name provided in on-line survey

Aboriginal Education Services, Department of Education Tasmania

Australian Association of Christian Schools

Catholic Education Cairns

Catholic Education Tasmania

Geography Teachers' Association of Victoria

History Council of South Australia

History Trust of South Australia

Independent Schools Queensland

Making Peace

National Museum of Australia - Education team

Parliamentary Education Office, Australian Parliament

Primary Industries Education Foundation Australia

Royal Geographical Society of Queensland

Stronger Smarter Institute

University of Southern Queensland

Civics and Citizenship

Group name provided in on-line survey

Aboriginal Education Services, Department of Education Tasmania

Australian Association of Christian Schools

Australian Flag Association

Catholic Education Cairns

History Council of South Australia

National Museum of Australia - Education team

Parliamentary Education Office, Australian Parliament

Rationalist Society of Australia

Scripture Union Australia

Stronger Smarter Institute

The History Trust of South Australia

Economics and Business

Group name provided in on-line survey

Catholic Education Cairns

 Financial Basics Foundation

 Queensland Economic Teachers Association

Geography

Group name provided in on-line survey

 Aboriginal Education Services Department of Education Tasmania

 Catholic Education Cairns

 Geography Teachers Association of South Australia

 Geography Teachers' Association of Victoria (GTAV)

 Royal Geographical Society of Queensland

 Stronger smarter Institute

History

Group name provided in on-line survey

 Aboriginal Education Services, Department of Education Tasmania

 Catholic Education Cairns

 History Council of South Australia

 National Museum of Australia - Education team

 Rationalist Society of Australia

 Royal Historical Society of Victoria

 School of Education, Alphacrucis College

 Stronger Smarter Institute

 The History Teachers' Association of New South Wales (HTANSW)

 The History Trust of South Australia

Appendix E – Themes from open-ended survey feedback

Table E1: Content that should be removed or revisions needed to make content more manageable, HASS F-6 survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	5	1.7%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/core concepts have improved	1	0.3%
The strand/core concepts need further improvement	3	1.0%
The key connections have improved	0	0.0%
The key connections need further improvement	1	0.3%
Content has improved/should remain	4	1.4%
General views that content has improved	1	0.3%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
The level of emphasis on Indigenous cultures and perspectives is appropriate	3	1.0%
Various other LA specific content that has improved or should remain	0	0.0%
Content should be added	57	19.5%
General views that additional or new content should be added	5	1.7%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	28	9.6%
There should be more emphasis on Indigenous cultures and perspectives	3	1.0%
Various other LA specific content that should be added	41	14.0%
Content should be removed	131	44.7%
General views that there is content that should be removed	88	30.0%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	20	6.8%
There is too much emphasis on Indigenous cultures and perspectives	15	5.1%
Various other LA specific content that should be removed	42	14.3%
Evidenced-based content	2	0.7%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	2	0.7%
Inclusive content	62	21.2%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	11	3.8%
There are concerns around the age-appropriateness of content	55	18.8%
Manageability (amount of content)	21	7.2%

Decluttering of content evident, the amount of content is more manageable	0	0.0%
Still too much content/further decluttering needed	21	7.2%
Sequencing of content	7	2.4%
The sequencing of content has improved	0	0.0%
The sequencing of content needs further improvement	7	2.4%
Achievement standards	1	0.3%
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	1	0.3%
Clarity	29	9.9%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	5	1.7%
The wording of the content descriptions is clearer and/or easier to understand	2	0.7%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	21	7.2%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	7	2.4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	39	13.3%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	24	8.2%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	8	2.7%
Support for implementation	10	3.4%
Other	19	6.5%

Comments were provided by 175 respondents. Percentages are based on all 293 HASS F-6 survey respondents.

Table E2: Aspects that have improved/need further improvement, HASS F-6 survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	14	4.8%
The rationale/aims have improved	2	0.7%
The rationale/aims need further improvement	1	0.3%
The strand/core concepts have improved	5	1.7%
The strand/core concepts need further improvement	7	2.4%
The key connections have improved	2	0.7%
The key connections need further improvement	2	0.7%
Content has improved/should remain	27	9.2%
General views that content has improved	9	3.1%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	4	1.4%
The level of emphasis on Indigenous cultures and perspectives is appropriate	16	5.5%
Various other LA specific content that has improved or should remain	5	1.7%
Content should be added	59	20.1%
General views that additional or new content should be added	17	5.8%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	21	7.2%
There should be more emphasis on Indigenous cultures and perspectives	4	1.4%
Various other LA specific content that should be added	38	13.0%
Content should be removed	74	25.3%
General views that there is content that should be removed	50	17.1%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	5.1%
There is too much emphasis on Indigenous cultures and perspectives	14	4.8%
Various other LA specific content that should be removed	10	3.4%
Evidenced-based content	6	2.0%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	6	2.0%
Inclusive content	28	9.6%
The curriculum content is inclusive of diverse learners' interests and capabilities	1	0.3%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	5	1.7%
There are concerns around the age-appropriateness of content	24	8.2%
Manageability (amount of content)	34	11.6%
Decluttering of content evident, the amount of content is more manageable	1	0.3%
Still too much content/further decluttering needed	33	11.3%

Sequencing of content	10	3.4%
The sequencing of content has improved	4	1.4%
The sequencing of content needs further improvement	6	2.0%
Achievement standards	2	0.7%
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	2	0.7%
Clarity	49	16.7%
The overall language of the curriculum is clearer and/or easier to understand	2	0.7%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	16	5.5%
The wording of the content descriptions is clearer and/or easier to understand	11	3.8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	20	6.8%
The wording of the achievement standards is clearer and/or easier to understand	5	1.7%
The wording of the achievement standards need further clarity	8	2.7%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	3	1.0%
Implementation (out of scope)	35	11.9%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	15	5.1%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	11	3.8%
Support for implementation	11	3.8%
Other	21	7.2%

Comments were provided by 154 respondents. Percentages are based on all 293 HASS F-6 survey respondents.

Table E3: Content that should be removed or revisions needed to make content more manageable, Civics and Citizenship survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	0	0.0%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	0	0.0%
The strand/core concepts have improved	0	0.0%
The strand/core concepts need further improvement	0	0.0%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	1	1.7%
General views that content has improved	0	0.0%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
The level of emphasis on Indigenous cultures and perspectives is appropriate	1	1.7%
Various other LA specific content that has improved or should remain	0	0.0%
Content should be added	9	15.0%
General views that additional or new content should be added	5	8.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0.0%
There should be more emphasis on Indigenous cultures and perspectives	0	0.0%
Various other LA specific content that should be added	4	6.7%
Content should be removed	15	25.0%
General views that there is content that should be removed	8	13.3%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0.0%
There is too much emphasis on Indigenous cultures and perspectives	1	1.7%
Various other LA specific content that should be removed	5	8.3%
Evidenced-based content	0	0.0%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	0	0.0%
Inclusive content	3	5.0%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	0	0.0%
There are concerns around the age-appropriateness of content	3	5.0%
Manageability (amount of content)	1	1.7%
Decluttering of content evident, the amount of content is more manageable	0	0.0%

Still too much content/further decluttering needed	1	1.7%
Sequencing of content	1	1.7%
The sequencing of content has improved	0	0.0%
The sequencing of content needs further improvement	1	1.7%
Achievement standards	0	0.0%
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	0	0.0%
Clarity	6	10.0%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	3.3%
The wording of the content descriptions is clearer and/or easier to understand	0	0.0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	2	3.3%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	1	1.7%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation	0	0.0%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	0	0.0%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	0	0.0%
Support for implementation	0	0.0%
Other	7	11.7%

Comments were provided by 20 respondents. Percentages are based on all 60 Civic and Citizenship survey respondents.

Table E4: Aspects that have improved/need further improvement, Civics and Citizenship survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	3	5%
The rationale/aims have improved	1	2%
The rationale/aims need further improvement	2	3%
The strand/core concepts have improved	0	0%
The strand/core concepts need further improvement	2	3%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	8	13%
General views that content has improved	3	5%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	1	2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	2	3%
Various other LA specific content that has improved or should remain	4	7%
Content should be added	27	45%
General views that additional or new content should be added	6	10%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	7	12%
There should be more emphasis on Indigenous cultures and perspectives	4	7%
Various other learning area specific content that should be added	21	35%
Content should be removed	10	17%
General views that there is content that should be removed	8	13%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There is too much emphasis on Indigenous cultures and perspectives	2	3%
Various other LA specific content that should be added	0	0%
Evidenced-based content	1	2%
The included content appears evidence-based	0	0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	1	2%
Inclusive content	3	5%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	1	2%
There are concerns around the age-appropriateness of content	2	3%
Manageability (amount of content)	1	2%
Decluttering of content evident, the amount of content is more manageable	0	0%
Still too much content/further decluttering needed	1	2%

Sequencing of content	5	8%
The sequencing of content has improved	3	5%
The sequencing of content needs further improvement	2	3%
Achievement standards	0	0%
Achievement standards align with content descriptions	0	0%
Achievement standards need better alignment with content descriptions	0	0%
Clarity	8	13%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	0	0%
The wording of the content descriptions is clearer and/or easier to understand	4	7%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	3	5%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	2	3%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0%
Implementation (out of scope)	1	2%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	0	0%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	1	2%
Support for implementation	1	2%
Other	10	17%

Comments were provided by 35 respondents. Percentages are based on all 60 Civics and Citizenship survey respondents.

Table E5: Content that should be removed or revisions needed to make content more manageable, Economics and Business survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	2	4%
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	1	2%
The strand/core concepts have improved	0	0%
The strand/core concepts need further improvement	2	4%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	1	2%
General views that content has improved	0	0%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	0	0%
The level of emphasis on Indigenous cultures and perspectives is appropriate	0	0%
Various other LA specific content that has improved or should remain	1	2%
Content should be added	11	20%
General views that additional or new content should be added	3	6%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	8	15%
Content should be removed	23	43%
General views that there is content that should be removed	13	24%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There is too much emphasis on Indigenous cultures and perspectives	6	11%
Various other LA specific content that should be removed	12	22%
Evidenced-based content	0	0%
The included content appears evidence-based	0	0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	0	0%
Inclusive content	10	19%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	1	2%
There are concerns around the age-appropriateness of content	9	17%
Manageability (amount of content)	6	11%
Decluttering of content evident, the amount of content is more manageable	0	0%

Still too much content/further decluttering needed	6	11%
Sequencing of content	7	13%
The sequencing of content has improved	1	2%
The sequencing of content needs further improvement	6	11%
Achievement standards	1	2%
Achievement standards align with content descriptions	0	0%
Achievement standards need better alignment with content descriptions	1	2%
Clarity	9	17%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	2	4%
The wording of the content descriptions is clearer and/or easier to understand	2	4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	7	13%
The wording of the achievement standards is clearer and/or easier to understand	0	0%
The wording of the achievement standards need further clarity	1	2%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0%
Implementation (out of scope)	9	17%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	4	7%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	1	2%
Support for implementation	7	13%
Other	5	9%

Comments were provided by 32 respondents. Percentages are based on all 54 Economics and Business survey respondents.

Table E6: Aspects that have improved/need further improvement, Economics and Business survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	5	9%
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	2	4%
The strand/core concepts have improved	1	2%
The strand/core concepts need further improvement	5	9%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	12	22%
General views that content has improved	2	4%
Content has better alignment with rationale/aim of learning area	1	2%
Content has better alignment with who we want our children to become	1	2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	3	6%
Various other LA specific content that has improved or should remain	9	17%
Content should be added	16	30%
General views that additional or new content should be added	4	7%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	5	9%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	10	19%
Content should be removed	13	24%
General views that there is content that should be removed	7	13%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There is too much emphasis on Indigenous cultures and perspectives	2	4%
Various other LA specific content that should be removed	8	15%
Evidenced-based content	0	0%
The included content appears evidence-based	0	0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	0	0%
Inclusive content	7	13%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	0	0%
There are concerns around the age-appropriateness of content	7	13%
Manageability (amount of content)	6	11%
Decluttering of content evident, the amount of content is more manageable	1	2%
Still too much content/further decluttering needed	5	9%

Sequencing of content	4	7%
The sequencing of content has improved	1	2%
The sequencing of content needs further improvement	3	6%
Achievement standards	0	0%
Achievement standards align with content descriptions	0	0%
Achievement standards need better alignment with content descriptions	0	0%
Clarity	9	17%
The overall language of the curriculum is clearer and/or easier to understand	2	4%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	0	0%
The wording of the content descriptions is clearer and/or easier to understand	1	2%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	4	7%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	2	4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	1	2%
Implementation (out of scope)	8	15%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	2	4%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	2	4%
Support for implementation	4	7%
Other	7	13%

Comments were provided by 29 respondents. Percentages are based on all 54 Economics and Business survey respondents.

Table E7: Content that should be removed or revisions needed to make content more manageable, Geography survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	6	10%
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	0	0%
The strand/core concepts have improved	0	0%
The strand/core concepts need further improvement	6	10%
The key connections have improved	0	0%
The key connections need further improvement	0	0%
Content has improved/should remain	2	3%
General views that content has improved	0	0%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	1	2%
The level of emphasis on Indigenous cultures and perspectives is appropriate	0	0%
Various other LA specific content that has improved or should remain	1	2%
Content should be added	13	22%
General views that additional or new content should be added	3	5%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	1	2%
There should be more emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be added	10	17%
Content should be removed	22	37%
General views that there is content that should be removed	14	24%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There is too much emphasis on Indigenous cultures and perspectives	2	3%
Various other LA specific content that should be removed	11	19%
Evidenced-based content	1	2%
The included content appears evidence-based	0	0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	1	2%
Inclusive content	5	8%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	0	0%
There are concerns around the age-appropriateness of content	5	8%
Manageability (amount of content)	5	8%
Decluttering of content evident, the amount of content is more manageable	0	0%

Still too much content/further decluttering needed	5	8%
Sequencing of content	2	3%
The sequencing of content has improved	0	0%
The sequencing of content needs further improvement	2	3%
Achievement standards	0	0%
Achievement standards align with content descriptions	0	0%
Achievement standards need better alignment with content descriptions	0	0%
Clarity	12	20%
The overall language of the curriculum is clearer and/or easier to understand	0	0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	4	7%
The wording of the content descriptions is clearer and/or easier to understand	0	0%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	17%
The wording of the achievement standards is clearer and/or easier to understand	0	0%
The wording of the achievement standards need further clarity	1	2%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0%
Implementation (out of scope)	15	25%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	9	15%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	2	3%
Support for implementation	5	8%
Other	6	10%

Comments were provided by 31 respondents. Percentages are based on all 59 Geography survey respondents.

Table E8: Aspects that have improved/need further improvement, Geography survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	10	17%
The rationale/aims have improved	0	0%
The rationale/aims need further improvement	1	2%
The strand/core concepts have improved	0	0%
The strand/core concepts need further improvement	6	10%
The key connections have improved	3	5%
The key connections need further improvement	2	3%
Content has improved/should remain	11	19%
General views that content has improved	2	3%
Content has better alignment with rationale/aim of learning area	0	0%
Content has better alignment with who we want our children to become	3	5%
The level of emphasis on Indigenous cultures and perspectives is appropriate	2	3%
Various other LA specific content that has improved or should remain	5	8%
Content should be added	16	27%
General views that additional or new content should be added	4	7%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	4	7%
There should be more emphasis on Indigenous cultures and perspectives	4	7%
Various other LA specific content that should be added	12	20%
Content should be removed	9	15%
General views that there is content that should be removed	5	8%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	0	0%
There is too much emphasis on Indigenous cultures and perspectives	1	2%
Various other LA specific content that should be removed	5	8%
Evidenced-based content	2	3%
The included content appears evidence-based	0	0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	2	3%
Inclusive content	2	3%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	0	0%
There are concerns around the age-appropriateness of content	2	3%
Manageability (amount of content)	5	8%
Decluttering of content evident, the amount of content is more manageable	0	0%

Still too much content/further decluttering needed	5	8%
Sequencing of content	2	3%
The sequencing of content has improved	1	2%
The sequencing of content needs further improvement	1	2%
Achievement standards	2	3%
Achievement standards align with content descriptions	1	2%
Achievement standards need better alignment with content descriptions	1	2%
Clarity	17	29%
The overall language of the curriculum is clearer and/or easier to understand	1	2%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	10%
The wording of the content descriptions is clearer and/or easier to understand	5	8%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	17%
The wording of the achievement standards is clearer and/or easier to understand	1	2%
The wording of the achievement standards need further clarity	5	8%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0%
Implementation (out of scope)	12	20%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	10	17%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	0	0%
Support for implementation	3	5%
Other	6	10%

Comments were provided by 29 respondents. Percentages are based on all 59 Geography survey respondents.

Table E9: Content that should be removed or revisions needed to make content more manageable, History survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	6	2.6%
The rationale/aims have improved	0	0.0%
The rationale/aims need further improvement	1	0.4%
The strand/core concepts have improved	0	0.0%
The strand/core concepts need further improvement	6	2.6%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	7	3.0%
General views that content has improved	1	0.4%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	0	0.0%
The level of emphasis on Indigenous cultures and perspectives is appropriate	4	1.7%
Various other LA specific content that has improved or should remain	2	0.9%
Content should be added	43	18.4%
General views that additional or new content should be added	3	1.3%
Additional or new content should be added for better alignment with rationale/aim of learning area	0	0.0%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	12	5.1%
There should be more emphasis on Indigenous cultures and perspectives	5	2.1%
Various other LA specific content that should be added	36	15.4%
Content should be removed	68	29.1%
General views that there is content that should be removed	36	15.4%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	15	6.4%
There is too much emphasis on Indigenous cultures and perspectives	22	9.4%
Various other LA specific content that should be removed	22	9.4%
Evidenced-based content	11	4.7%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	11	4.7%
Inclusive content	15	6.4%
The curriculum content is inclusive of diverse learners' interests and capabilities	0	0.0%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	5	2.1%
There are concerns around the age-appropriateness of content	11	4.7%
Manageability (amount of content)	3	1.3%
Decluttering of content evident, the amount of content is more manageable	0	0.0%

Still too much content/further decluttering needed	3	1.3%
Sequencing of content	4	1.7%
The sequencing of content has improved	1	0.4%
The sequencing of content needs further improvement	3	1.3%
Achievement standards	1	0.4%
Achievement standards align with content descriptions	0	0.0%
Achievement standards need better alignment with content descriptions	1	0.4%
Clarity	14	6.0%
The overall language of the curriculum is clearer and/or easier to understand	0	0.0%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	1	0.4%
The wording of the content descriptions is clearer and/or easier to understand	2	0.9%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	10	4.3%
The wording of the achievement standards is clearer and/or easier to understand	0	0.0%
The wording of the achievement standards need further clarity	3	1.3%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	0	0.0%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	0	0.0%
Implementation (out of scope)	32	13.7%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	12	5.1%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	4	1.7%
Support for implementation	18	7.7%
Other	12	5.1%

Comments were provided by 98 respondents. Percentages are based on all 234 History survey respondents.

Table E10: Aspects that have improved/need further improvement, History survey respondents

Theme/Subtheme	Number of respondents	Percent of total
Introductory elements	7	3.0%
The rationale/aims have improved	1	0.4%
The rationale/aims need further improvement	1	0.4%
The strand/core concepts have improved	3	1.3%
The strand/core concepts need further improvement	4	1.7%
The key connections have improved	0	0.0%
The key connections need further improvement	0	0.0%
Content has improved/should remain	50	21.4%
General views that content has improved	16	6.8%
Content has better alignment with rationale/aim of learning area	0	0.0%
Content has better alignment with who we want our children to become	10	4.3%
The level of emphasis on Indigenous cultures and perspectives is appropriate	32	13.7%
Various other LA specific content that has improved or should remain	8	3.4%
Content should be added	62	26.5%
General views that additional or new content should be added	11	4.7%
Additional or new content should be added for better alignment with rationale/aim of learning area	1	0.4%
Additional or new content should be added for better alignment with who we want our children to become (e.g., confident, knowledgeable, skilled)	22	9.4%
There should be more emphasis on Indigenous cultures and perspectives	4	1.7%
Various other LA specific content that should be added	50	21.4%
Content should be removed	55	23.5%
General views that there is content that should be removed	16	6.8%
Content should be removed as it is not aligned with rationale/aim of learning area	0	0.0%
Content should be removed that is not aligned with who we want our children to become (e.g., confident, knowledgeable, skilled)	18	7.7%
There is too much emphasis on Indigenous cultures and perspectives	31	13.2%
Various other LA specific content that should be removed	13	5.6%
Evidenced-based content	10	4.3%
The included content appears evidence-based	0	0.0%
The included content does not appear to be sufficiently based on evidence and/or needs to be more informed by science/evidence	10	4.3%
Inclusive content	11	4.7%
The curriculum content is inclusive of diverse learners' interests and capabilities	1	0.4%
The curriculum content does not adequately accommodate and enable teaching for diverse learners' interests and capabilities	4	1.7%
There are concerns around the age-appropriateness of content	7	3.0%
Manageability (amount of content)	13	5.6%
Decluttering of content evident, the amount of content is more manageable	3	1.3%

Still too much content/further decluttering needed	11	4.7%
Sequencing of content	10	4.3%
The sequencing of content has improved	4	1.7%
The sequencing of content needs further improvement	7	3.0%
Achievement standards	2	0.9%
Achievement standards align with content descriptions	1	0.4%
Achievement standards need better alignment with content descriptions	1	0.4%
Clarity	34	14.5%
The overall language of the curriculum is clearer and/or easier to understand	3	1.3%
The overall language of the curriculum could use further revision to be clearer and/or easier to understand	6	2.6%
The wording of the content descriptions is clearer and/or easier to understand	8	3.4%
The wording of the content descriptions could use further revision to be clearer and/or easier to understand	13	5.6%
The wording of the achievement standards is clearer and/or easier to understand	4	1.7%
The wording of the achievement standards need further clarity	8	3.4%
The wording of introductory elements (rationale, aims, key connections) is clearer and/or easier to understand	1	0.4%
The wording of introductory elements (rationale, aims, key connections) could use further revision to be clearer and/or easier to understand	1	0.4%
Implementation (out of scope)	35	15.0%
Pedagogy - this overarching theme encompasses feedback about how children should be taught	16	6.8%
Assessment - this theme encompasses feedback on delivering assessment to students according to achievement standards and curriculum contents.	6	2.6%
Support for implementation	19	8.1%
Other	18	7.7%

+

Appendix F – List of organisations who submitted feedback via email²⁴

Organisation Name
Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA)
Academy of the Social Sciences in Australia
Act for Kids
ACT Japanese Teachers Network
ACT Principals Association (ACTPA)
Adelaide High School
Adolescent Success
Anglican Church Diocese of Sydney
Art Education Australia
Art Education Victoria
Arts Education Academic Group at the University of Melbourne, Graduate School of Education
Asia Education Teachers' Association
Associated Christian Schools
Ausdance Dance Education Committee
Australasian Fire and Emergency Services Authorities Council
Australasian Institute of Mining and Metallurgy (AusIMM)
Australasian Performing Right Association Limited - Australasian Mechanical Copyright Owners Society (APRA AMCOS)
Australasian Society for Physical Activity (ASPA)
Australia Council for the Arts
Australia's National Research Organisation for Women's Safety
Australia's National Research Organisation for Women's Safety
Australian Academy of Technology and Engineering (ATSE)
Australian Association for Religious Education
Australian Association for Research in Education (AARE) Special Interest Group (SIG) for Health and Physical Education
Australian Association for Teaching of English (AATE)
Australian Association of Christian Schools (AACCS)
Australian Business & Community Network
Australian Centre for Career Education
Australian Christian Lobby
Australian Competition & Consumer Commission
Australian Competition and Consumer Commission (ACCC)

²⁴ This list includes all organisations which self-identified in the email submissions across all learning areas, general capabilities and cross-curriculum priorities.

Organisation Name
Australian Computer Society (ACS)
Australian Council for Educational Leaders
Australian Council for Health, Physical Education and Recreation New South Wales (ACHPER NSW)
Australian Council of Art and Design Schools (ACUADS)
Australian Council of Engineering Deans (ACED)
Australian Council of State School Organisations (ACSSO)
Australian Councils for Computers in Education (ACCE)
Australian Earth Science Education (AusEarthEd)
Australian Education Union
Australian Federal Police
Australian Federation of SPELD (Specific Educational Learning Difficulties) Associations (AUSPELD)
Australian Geography Teachers Association (AGTA)
Australian Historical Association (AHA)
Australian Institute for Progress (AIP)
Australian Institute for Disaster Resilience
Australian Institute of Geoscientists
Australian Institute of Geoscientists
Australian Literacy Educators Association (ALEA)
Australian Mathematical Sciences Institute
Australian Maths Trust
Australian National Flag Association
Australian Network of Government Languages Schools
Australian Parents Council
Australian Professional Teachers Association (APTA)
Australian Psychological Society (APS)
Australian Publishers Association
Australian Science Teachers Association
Australian Society for Music Education New South Wales (ASME)
Australian Society for Music Education Queensland (ASME)
Australian Society for Music Education South Australia (ASME)
Australian Taxation Office
Australian Teachers of Media
Australian Technology Teacher Educators Network (ATTEN)
Australian Tertiary Outdoor Education Network
Be You - Beyond blue
BHP Billiton
Bloom-ED

Organisation Name
Bravehearts
Burwood Presbyterian Church
Business Council of Co-operatives and Mutuals
Business Educators Australasia
Canberra Academy of Languages
Canberra Declaration
Catholic Education Diocese of Parramatta
Catholic Education South Australia (CESA)
Catholic Education, Archdiocese of Canberra and Goulburn
Catholic School Parents Australia
Catholic Women's League Australia
Catholic Women's League Australia-New South Wales Inc
Catholic Women's League Victoria and Wagga Wagga Inc
Christian Democratic Party
Christian Schools Australia (CSA)
Christian SRE (Special Religious Education) NSW
Commissioner for Children and Young People
Cool Australia
Council for the National Interest
Covenant Christian School
Daniel Morcombe Foundation
Democracy Matters
Department for Education South Australia
Department of Education of Tasmania
Design and Technologies Teacher Association (DATTA)
Domestic Violence Resource Centre Victoria (DVRCV)
Domestic Violence Victoria (DV Vic)
Drama Australia
Drama Queensland
Einstein First project
Ending Violence Against Women Queensland (EVAWQ)
Engineers Australia
eSafety
Executive Council of Australian Jewry
Faculty of Education, Monash University
Faculty of Education, University of Tasmania
Family Planning Alliance Australia

Organisation Name
Family Planning Alliance Australia (FPT), Tasmania
Family planning New South Wales
Family Voice Australia
Florey Electorate SA
Gaven State School
Gender Research Network, University of Newcastle
Geography & History Teachers Association NT
Geography Teachers Association NSW and ACT
Geological Society of Australia (GSA)
Geoscience Australia
Geoscience Pathways Project (GPP)
GetUp
Grok Academy
Health and Wellbeing Queensland
Healthy Greater Bendigo
Hindu Council of Australia
History Teachers Association of Victoria
Home Economics Institute of Australia (Queensland) (HEIA)
IncludeHer Movement
Indigenous Eye Health
Indonesian Teachers' Association of South Australia
Information and communication technology (ICT)Educators NSW
Institute for Judaism and Civilization
Institute of Australian Geographers (IAG)
Institute of Public Affairs
Isolated Children's Parents' Association of Australia
It's time we talked
Kodály Queensland
Language Testing Research Centre (LTRC)
Learning By Doing
Lutheran Education Australia
Making Up Lost Time In Literacy Pty Ltd (MultiLit)
Mareeba State School
Mathematics Advisory Board
Mathematics team in the Department of Education of Tasmania
Maths Association of Victoria (MAV)
Maum Meditation Centre Incorporated

Organisation Name
Melbourne Graduate School of Education The University of Melbourne
Melbourne School of Population and Global Health - The University of Melbourne
Menzies Research Centre
Modern Language Teachers' Association of South Australia
Multicultural Education and Languages Committee (MELC)
Multilit
National Advocates for Arts Education (NAAE)
National Alliance of Christian Leaders
National Association of Services against Sexual Violence (NASASV)
New South Wales Council of Churches
Northern Territory's Department of Education
Office of the Victorian Information Commissioner (OVIC)
Office of the Women in STEM Ambassador
OneSchool Global Australia
ORIGO Education
Our Watch
Outdoors New South Wales and Australian Capital Territory
Outdoors Queensland
Physical Literacy Special Interest Group (PL SIG)
Primary Mathematics Association of South Australia (PMA)
Qld Special Education Curriculum Cluster
Queensland Association of Mathematics Teachers
Queensland Association of Special Education Leaders (QASEL)
Queensland Ballet
Queensland Department of Education
Queensland Economic Teachers Association
Queensland Family and Child Commission (QFCC)
Queensland Global Citizenship Education Network (QGCEN)
Queensland History Teachers' Association
Queensland Private Enterprise Centre
Queensland Society for Information Technology in Education (QSITE)
Queensland Society for Information Technology in Education Inc. (QSITE)
Ramsay Centre for Western Civilisation
Reconciliation Australia
Royal Geographical Society of Queensland (RGSQ)
Royal Historical Society of Victoria (RHSV)

Organisation Name
Royal Society of St George
Rule of Law Education
School of Education and Professional Studies, Griffith University
School of Education and Tertiary Access at University of the Sunshine Coast
School of Languages SA
Science & Technology Australia
Science of Language and Reading Lab ((SOLAR Lab)
Science Teachers' Association of Queensland (STAQ)
Social and Citizenship Education Association of Australia (SCEAA)
Social and Citizenship Educators Association of Queensland (SCEAQ)
South Australian English Teachers Association
Speech Pathology Australia
St Clare's College
Steiner Education Australia
Student representative group - Adelaide High School
Suicide Prevention Australia
Tasmanian Art Teachers Association (TATA)
Tasmanian Association for the Gifted
Tasmanian Society for Information Technology in Education (TASITE)
Teach Us Consent
Teacher Earth Science Education Programme (TESEP)
Tertiary History Educators Australia (THEA)
The Arts Education Academic Group at the University of Melbourne
The Arts Education Academic Group at the University of Melbourne, Graduate School of Education
The Australian Association for Adolescent Health
The Centre for Inclusive Education (C4IE)
The eSafety Commissioner
The Hutchins School Tasmania
The Institute of Technology Education (iTE)
The Mareeba State School
The Mathematical Association of Western Australia
The Minerals Council of Australia (MCA)
The Queensland Government's Department of Tourism
The Queenwood School for Girls
The Tasmanian Association for the Teaching of English (TATE)
The Tasmanian Society for Information Technology in Education (TASITE)
The University of New South Wales Tax Clinic

Organisation Name
True Relationships & Reproductive Health
University of Queensland
University of Tasmania
University of Western Australia
Victorian Commercial Teachers Association (VCTA)
Victory Life Centre
Visual Arts and Design Educators Association New South Wales (VADEA NSW)
Voiceless Limited
Water Services Association of Australia
Wellbeing SA
Western Australia Health Promoting Schools Association.
Western Australian Primary Principals' Association (WAPPA)
Whitlam Institute
Women's Health East
Women's Health Goulburn North East
Young Women's Christian Association of Canberra (YWCA Canberra)

Appendix G – Overview of individual jurisdictional feedback

Tasmania

Positive feedback

Overall, Tasmania's position on the changes to HASS is positive. In particular, the clarity and explicit direction in relation to First Nations histories and cultures is strongly supported and regarded as aligned with "the aspirations and priorities of Aboriginal educators and community in Tasmania".

It is felt that in History and in Civics and Citizenship (particularly in Year 9 and Year 10), the religious, cultural and historical roots of Australia's success as a prosperous and democratic nation have been recognised in the revised curriculum. Specific examples of where these roots are explored have been provided.

Aspects that need further revision and/or consideration

- It is noted that "there is more work to be done in Years F-6".

Queensland

HASS overall

Queensland makes 4 key recommendations regarding the overall Humanities and Social Sciences (HASS) learning area:

1. Refine language.
2. Remove duplicated content and skills.
3. Use cognitive verbs consistently.
4. Align cognitions between Achievement standards and content descriptions to ensure age-appropriate delivery.

Other recommendations that are common to all HASS subjects include:

- The title of the Aboriginal and Torres Strait Islander People Histories and Cultures cross-curriculum priority has been endorsed by Education Council and should be applied consistently across the curriculum and other terms removed.
- A Key considerations section should be provided for all HASS subjects.
- Removing 'inquiry' from 'Inquiry and skills' is seen as problematic.
- While the inclusion of Aboriginal and Torres Strait Islander Histories and Cultures perspectives is welcome, challenges are noted with respectful and authentic content delivery. It is also felt that including Aboriginal and Torres Strait Islander Histories and Cultures in content descriptions and elaborations adds new content and at times, appears tokenistic. Specific examples are provided.
- Core concepts add an unnecessary additional layer and confuse the subject's purpose and focus because content is already captured in the substrands and topics. Recommended changes are provided.
- Examples in the Key connections that are specific to the subject are appropriate and clear for teachers.
- Connections to other learning areas could be further developed.

F – 6 HASS

Positive feedback

- The rationale is supported and considered appropriate.

- Reducing the skills sub-strands has contributed to decluttering and increased clarity.
- There has been some refinement in language choices within the achievement standards.
- The aims are clear and connected to the HASS learning area.
- On balance, the key connections provide some important information that helps clarify aspects of F–6 HASS as a subject and is clearer than the current curriculum.
- The achievement standards' grammatical structure has been refined, leading to greater clarity.
- Statements within the Achievement standards mostly demonstrate an appropriate progression from year to year.

Aspects that need further revision

- It is recommended that the subject-specific inquiry questions are removed and the inquiry questions pertaining to HASS are retained.
- It is felt that content has not been reduced.
 - Further decluttering of content descriptions is needed to achieve breadth and depth.
 - Some content descriptions contain duplication and merging.
 - The changes will require significant rewriting of existing teaching and learning programs.
 - Specific recommendations are provided for further decluttering e.g., Economics and Business sub-strand in Years 5 and 6 as well as other specific content descriptions.
- Some content descriptions are overly complex for teachers to interpret and contain many interrelated concepts and ideas. Alternative wording is suggested.
- Content descriptions should begin with a cognitive verb and these need to be used consistently across content descriptions and achievement standards.
- Resequencing of some content descriptions has resulted in content that is not age appropriate; examples are provided.
- Alignment between Content descriptions and Achievement standards needs to be reviewed; some cognitions in the Achievement standards are not measurable and therefore do not support planning and assessment. Specific examples and alternatives are provided.
- Some terminology is ambiguous and needs refinement to align with the glossary.
- Language is used inconsistently across 7 – 10 skills sub-strands. Alternatives are suggested.
- Key connections could be strengthened through connection to Ethical Understandings and Intercultural Understandings general capabilities and Asia and Australia's engagement with Asia and Sustainability cross-curriculum priorities.
- Key connections is too broad in scope and limited in scale and could be strengthened by making connections more explicit. Examples are given.
- The year level descriptions are at times misaligned to the content descriptions and inquiry questions.
- Cognitive progression across some year level Achievement standards need refinement. Specific examples are given.
- Achievement standards need further decluttering; examples are given.
- A number of content elaborations include new concepts and content that are not directly aligned to the content descriptions. Examples are provided.

Civics and Citizenship (7 – 10)

Positive feedback

- The rationale is clear and meets future needs for the subject.
- Aims are appropriate.
- The strands categorise the understandings and skills appropriately.
- The knowledge and understanding sub-strands are similar to the current curriculum and are supported.
- The year level descriptions provide a clear outline of the progression of learning from Year 7 to Year 10.

Aspects that need further revision

- The proposed curriculum is not seen as improved and more refinement and reduction are needed to content descriptions, content elaborations, and achievement standards. Suggestions are provided to achieve more manageability.
- Content descriptions have been merged, duplicated and re-sequenced, resulting in increased demands and content that is not age appropriate. Suggested changes are provided.
- Language needs to be clearer and used more consistently across all curriculum elements. Specific examples are provided.
- Discipline specific terminology makes the content difficult to access. A glossary is needed.
- Duplicated content and skills need to be removed.
- Cognitive verbs need to be used consistently and demonstrate logical progression across content descriptions and achievement standards. Examples and suggestions are provided.
- Some content descriptions and content elaborations are misaligned. Specific examples are provided.
- The sub-strands require further refinement; a range of suggestions are provided.
- There is misalignment between the Ethical understanding general capability cognitive demand and the Civics and Citizenship achievement standards.
- Connections to other learning areas could be strengthened.
- Some year level descriptions are misaligned to the content descriptions and inquiry questions, and do not always clearly support task design. Suggestions are provided.

Economics and Business (7 – 10)

Positive feedback

- There has been some refinement in language choices within the achievement standards.
- Some improvements to the overall subject curriculum are evident.
- The rationale articulates the importance of economics.
- The strands categorise the understandings and skills appropriately.
- The achievement standards' refined grammatical structure gives greater clarity.
- The majority of statements within the Achievement standards demonstrate an appropriate progression from year to year.
- Some of the content descriptions have been refined to remove ambiguity and provide greater clarity for teachers about what to teach and what students will learn.

Aspects that need further revision

- The Rationale does not adequately engage with business and/or business concepts. Recommendations are provided.

- The Aims do not reflect all core concepts. Suggested revisions are provided.
- Names of sub-strands do not effectively capture the core concepts and content descriptions.
- The subject has not been refined, reduced or decluttered and is not seen as improved. Suggestions for further removals are provided.
- Content descriptions need further reduction and refinement. Merging, duplication and re-sequencing has increased the content and means some content is not age appropriate. Suggested changes are provided.
- Language needs to be clearer and used more consistently across all curriculum elements. Specific examples are provided.
- Discipline specific terminology makes the content difficult to access. A glossary is needed.
- Duplicated content and skills need to be removed.
- Cognitive verbs need to be used consistently and demonstrate logical progression across content descriptions and achievement standards. Examples and suggestions are provided.
- Some content descriptions and content elaborations are misaligned. Specific examples are provided.
- Achievement standards and content descriptions are not always aligned.
- Some verbs in the Achievement standards cannot be measured; measurable verbs should be used.
- There is inconsistency in the language used across the Years 7 to 10 Skills sub-strands.
- A consistent sub-strand framework is needed.
- Business is not referenced in the Key connections.
- Learning area connections must be refined to ensure that the connections are authentic and support cross-pollination of knowledge and ideas.
- The year level descriptions, content descriptions and inquiry questions are at times misaligned.
- Cognitive progression between year levels is sometimes significant and difficult to evidence in student work. Examples are provided.
- Achievement standards need further decluttering. Specific suggestions are provided.
- It is felt that there is a disproportionate focus on Economics concepts and a balance with Business is needed.
- The Sustainability and Asia and Australia's engagement with Asia CCP has been de-emphasised and should be recalibrated to effectively complement and represent the diversity of Australia's rich cultural heritage.

Geography (7 – 10)

Positive feedback

- Some improvements have been made to the curriculum.
- Rationale is generally clear.
- Strands categorise the understandings and skills appropriately.
- The reorganisation of the Skills strand into 4, rather than 5 sub-strands is commended.
- The core concepts articulate some of the essential Geography content.
- Most statements within the Achievement standards demonstrate an appropriate progression.
- Some content descriptions have been refined to make it clearer to teachers about what should be taught.

- Some content elaborations help teachers unpack the content descriptions' complex language.

Aspects that need further revision

- The subject has not been refined, reduced or decluttered and is not seen as improved or more manageable. Suggestions for further reduction are provided.
- Content descriptions need further reduction and refinement.
 - Merging, duplication and re-sequencing has increased the content and means some content is not age appropriate. Suggested changes are provided.
 - In some instances, content has been added.
 - It is sometimes difficult to identify the essential knowledge, understanding and skills.
 - Some Content descriptions are overly complex and/or detailed and therefore hard to follow. Examples are provided.
- Language needs to be clearer and used more consistently across all curriculum elements. Specific examples are provided.
- Some statements in the Rationale contradict the year level descriptions.
- The Aims do not reflect all core concepts, particularly change and sustainability.
- There is a view that the sub-strands in the Knowledge and understanding strand are problematic and do not capture the core concepts and content descriptions. Specific examples and suggestions are provided.
- There is inconsistency in the language used across the Years 7 to 10 Skills sub-strands.
- There needs to be a consistent sub-strand framework. Specific suggestions are provided.
- There is inconsistent alignment between year level descriptions, content descriptions, core concepts and inquiry questions. More specificity is needed.
- The proposed Geography Achievement standards do not offer clarity to support assessment design.
- In some achievement standards, the increase in cognitive progression across year levels is significant and difficult to evidence in student work. Specific examples are provided.
- Achievement standards need further decluttering and improved alignment with cognitive processes. Specific suggestions are provided.
- The complexity of the language in the proposed elaborations means that there is often a lack of clarity in the suggested examples.

History (7 – 10)

Positive feedback

- There has been some refinement in language choices within the achievement standards.
- There is alignment to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum Priority.
- The rationale indicates the importance of Years 7 to 10 History.
- Aims are generally appropriate.
- Strands categorise understanding and skills appropriately.
- Allowing a choice of sub-strands for study is welcomed.
- Retaining the 2-paragraph structure of the Achievement standards is supported.
- commended.

- Some content elaborations are clearer.

Aspects that need further revision

- Further decluttering of the curriculum is required for the content to be manageable.
- Content descriptions need further reduction and refinement.
 - Merging, duplication and re-sequencing has increased the content and means some content is not age appropriate. Suggested changes are provided.
 - In some instances, content has been added which means substantial program refinement.
 - It is sometimes difficult to identify the essential knowledge, understanding and skills.
 - Some Content descriptions are ambiguous and/or lack detail. Examples are provided.
- There is some misalignment with content descriptions and content elaborations.
- Increased flexibility could be achieved by refining the sub-strands and their organisational structure to allow more opportunities to tailor programs to suit varied contexts, particularly in Year 10.
- The Overview sub-strand is confusing. Specific examples are provided.
- Language used in sub-strands is inconsistent and the framework needs further coherence and clarity. Specific suggestions are provided.
- Year level descriptions need to be aligned to content descriptions and inquiry questions.
- Achievement standards need to be decluttered and refined to remove duplication and inconsistent language use and ensure cognitive alignment. Examples are provided.
- The increase in cognitive progression across year levels in the Achievement standards is significant and difficult to evidence in student work. Specific examples are provided.

Victoria

HASS

Positive feedback

- Content has been significantly reduced.
- One achievement standard at F – 6 makes planning, assessment design and reporting easier.

Aspects that need further revision

None provided.

Civics and citizenship (F – 6)

Positive feedback

- The refinement of content descriptions to make civics concepts explicit have created clarity and alignment to the achievement standard. The standards are structured consistently and clearly illustrate the increasing cognitive demand over year-levels.
- Realignment reflects contemporary research in civics education in relation to contemporary issues and active citizenship.
- Reorganised sub-strands are an improvement.
- Skills content descriptions have been refined; this has improved the achievement standards.
- strong links to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.
- Content should not be reduced further.

Aspects that need further revision

- Elaborations and content descriptions may require more focus on the 'Asia and Australia's engagement with Asia' priority in Civics.
- References to Christianity should be reinstated; specific examples are provided.

Civics and Citizenship (7-10)

Positive feedback

- Content descriptions have been reduced.
- Skills strand has been refined as is more explicit.
- The resequencing of some content descriptions has consolidated knowledge, and the progression of knowledge, in each strand as well as creating meaningful links in content descriptions between the 3 strands at each year level.
- Realignment reflects contemporary research in civics education in relation to contemporary issues and active citizenship.
- Reorganisation of the skills strand is a significant improvement.
- Skills content descriptions have been refined; this has improved the achievement standards.
- Content should not be reduced further.
- Elaborations are more closely aligned to the knowledge and skills of Civics and Citizenship education.
- Elaborations provide a clearer focus on the historical content of the curriculum.
- Strong links to Aboriginal and Torres Strait Islander histories and cultures CCP are evident.

Aspects that need further revision

- Elaborations and content descriptions in Civics may require more focus on the 'Asia, and Australia's engagement with Asia' CCP.
- References to Christianity should be reinstated; specific examples are provided.

Economics and Business (F – 6)

Positive feedback

- Streamlined content descriptions are welcomed.
- Achievement standards are quite clear and relate to content descriptions.
- Content elaborations are a clear improvement: alignment with other HASS areas is positive and the increased focus on economics and economic decision making is endorsed.

Aspects that need further revision

- There has been little reduction in content descriptions; some content has been added.
- Delineation between the 2 strands in content descriptions needs more clarity.
- Language is used inconsistently between 5 -6 and 7 – 10.
- Duplication needs to be removed.
- Financial literacy needs to be included before Year 5 and some strands need refinement; examples are given.
- Some terminology needs refinement to ensure consistency. Examples are given.
- First Nations perspectives could be further strengthened in places.

Economics and Business (7 – 10)

Positive feedback

- Content is clearer with streamlined content descriptions.
- Achievement standards are quite clear and explicitly relate to content descriptions.

Aspects that need further revision

- Content descriptions have not been reduced; some duplication is evident.
- Delineation between the 2 strands in content descriptions needs more clarity.
- There are inconsistencies in the language used between the Economics and Business 5–6 curriculum and the 7–10 curriculum.
- Financial literacy strand needs refinement.
- Progression across year levels needs refinement; there are still duplications.
- Language and terminology is sometimes inconsistent.

Geography (F – 6)

Positive feedback

- In some places, the curriculum has been refined and reduced.
- In both content descriptions and achievement standards, the proposed curriculum provides more specific inclusion of core geographic concepts, such as place, space and interconnections.

Aspects that need further revision

- Some content that has been removed should be reinstated. Examples are given.
- The Sustainability CCP is not sufficiently specific in the proposed curriculum.
- The 'Asia and Australia's engagement with Asia' CCP is not linked strongly enough to the proposed curriculum.
- Geographic concepts generally are included in a superficial way.
- The amalgamation of content descriptions has, in some instances, led to overcomplicated and incoherent Content descriptions with overlapping content. Examples are given.
- Content sequencing needs to be reconsidered in places; examples are given.

Geography (7 – 10)

Positive feedback

- No positive feedback was provided.

Aspects that need further revision

- Overall content has not been reduced.
- Some content descriptions have been merged and made complex – further refinement is needed.
- Achievement standards do not align to Content descriptions.
- CCP connections need more refinement, particularly Asia and Australia's engagement with Asia. Examples are given.
- Core concepts need revision and refinement.
- Sustainability is too narrowly defined.
- There is inconsistency between content descriptions.

- Language and terminology needs to be used consistently. Definitions are needed.
- Some content that has been removed should be reinstated. Examples are given.

History (F – 6)

Positive feedback

- Refinement of depth studies into sub-strands with a common set of content descriptions improves the coherence and clarity of the History curriculum and gives teachers more helpful direction, while retaining flexibility to meet their students' needs.
- History is significantly decluttered.
- Skills strand makes disciplinary concepts and skills explicit.
- The refinement of content descriptions to make historical thinking concepts explicit have created clarity and alignment to the achievement standard. The standards are structured consistently and clearly illustrate the increasing cognitive demand over year-levels.
- Core concepts are more explicit in the content descriptions and they are better balanced and spread throughout F–10.
- The draft content elaborations are a significant improvement on those in the current curriculum.
- Strong links to the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

Aspects that need further revision

- Language needs refinement and clarity; examples are provided.
- Some content descriptions contain elements that are not formulated as historical knowledge.

History (7 – 10)

Positive feedback

- Content has been significantly reduced and the curriculum decluttered.
- Content descriptions are more streamlined and appear to function differently; examples are given.
- Refinement of depth studies into sub-strands with a common set of content descriptions improves the coherence and clarity of the History curriculum and gives teachers more helpful direction, while retaining flexibility to meet their students' needs.
- Skills strand makes disciplinary concepts and skills explicit.
- Core concepts are more explicit in the content descriptions and they are better balanced and spread throughout F–10.
- Elaborations focus more clearly on historical content rather than pedagogy.
- Deep Time History of Australia is a positive addition to Year 7 History.

Aspects that need further revision

- Some content descriptions and elaborations are overly academic. Examples are given.
- There is some duplication in content descriptions and some imbalance in focus; examples are given.
- Language and terminology needs refinement in places; examples are given. In particular, there is concern that language is not sufficiently neutral.

New South Wales

Positive feedback

- No positive feedback was received in relation to the HASS learning area.

Aspects that need further revision

- Some content descriptions would be difficult to achieve due to their complexity and subsequent increase to the content to be covered. This is a particular issue in History. Other examples are given.
- History 7 – 10 needs revision because the reduction in topics negatively impacts on learning opportunities.
- Additional content in the First Nations Histories and Cultures strand in Year 7 History needs refining and resequencing to better suit students' conceptual understanding and first experience of studying ancient societies.
- The 7-10 concept wheel attempts to represent a connectedness across each subject, but it would be better to have 4 separate concept wheels that show a continuum of F-10 to showcase the unique contributions made by each discipline.
- Non-subject specific terminology in Geography erodes the integrity of the discipline and there is no reference to fieldwork.

South Australia

Positive feedback (overall)

- F – 6 concepts are more evident in sub-strands.
- Content is refined, decluttered, and realigned.
- Including minimum expectations for each year level is valued.
- Progressions from F – 6 to 7 – 10 are clearer.
- 7 – 10 Achievement standards are achievable and in more accessible language.
- The aims make good links to dispositions such as problem solving and informed decision making.
- Strands and sub-strands are succinct and make concepts clearer, as well as making the curriculum more manageable.

Aspects that need further revision (overall)

- There is still a lot of content to cover.
- F – 6 Achievement standards use complex language.
- More foregrounding of Indigenous perspectives is needed.
- Some terminology and language needs refining for accuracy and clarity; specific examples are provided.
- Key connections section is text heavy and inaccessible.
- Most sentences in F-6 Achievement standards are long, less clear and open to more interpretation.

Civics and Citizenship

Positive feedback

None provided.

Aspects that need further revision

- Subject has been oversimplified and students do not have opportunities to engage deeply with concepts and subject matter.
- There is still a lot of content to cover it is unmanageable. Suggested alternatives are provided.

Economics and Business (7 – 10)

Positive feedback

- Refined content descriptions in these disciplines provide teachers with more concrete examples of how teachers can work with students to apply key concepts.

Aspects that need further revision

No additional information provided.

Geography (7 – 10)

Positive feedback

- Reduced sub-strands has made the subject more manageable.
- Deep time history of Australia is valuable.
- Overall, clarity has improved.

Aspects that need further revision

- Reduced sub-strands has made the subject more manageable.
- More support is needed for Deep time history of Australia, which is a substantive change.
- Some elaborations need further revision. Examples are given.

History (7 – 10)

Positive feedback

- The decluttering and refining of content descriptions makes the curriculum more manageable for teachers.

Aspects that need further revision

- Some errors or oversights in content descriptions; example/s provided.
- Deep time history of Australia has too many content descriptions but there are also omissions. Examples are given.

Northern Territory

Positive feedback

- The addition of Deep Time History of Australia as a compulsory sub-strand in Year 7 History is welcomed.
- Year level descriptions and Achievement standards focus on core concepts and align to the expectation of learning in the content descriptions.
- Resequencing and reframing of content and strengthening of the skills strand has increased clarity for teachers and improved the conceptual progression of learning.

Aspects that need further revision

- Content has not been sufficiently refined and decluttered, particularly in particularly in Years 5 to 6 and Years 7 to 9 in Economics and Business and Civics and Citizenship.

Western Australia

Positive feedback (overall)

- Rationale refers to the importance of questioning, critical thinking, problem solving and effective communication.
- Overarching Aims are clear for F – 10.
- Knowledge and Understanding and Skills strands are appropriate across F – 10.
- The General capabilities related to the HASS learning area.

- Examples used in the Key connections are useful.
- The Cross curriculum priorities relate to the HASS learning area content and there are opportunities to connect the content with the CCPs.
- Connections to other learning areas needs to be more explicit.
- Inquiry questions are supported in the primary years.

Aspects that need further revision (overall)

- Reduction in content is not evident.
- Disaggregation of the HASS learning area in 7 – 10 is not supported and WA would prefer its current approach to continue i.e., all 4 subjects mandatory from 5 – 10 and given equal weight.
- A single set of skills should be applied across F – 10.
- Rationale would be strengthened by focusing on skills and method deployed in HASS in the Knowledge and understanding sub-strand.
- The reasonability of cultivating ‘wonder’ in a crowded curriculum is questioned.
- A common set of skills is needed from F – 10.
- Reflecting should be added to the Communicating sub-strand.
- Year level descriptions are verbose and unclear in F – 6.
- Removing skills from year level descriptions (F – 10) places them at risk of omission from teaching and learning.
- Core concepts are verbose and unclear in 7 – 10.
- Inquiry questions are not well written and do not relate to content descriptions in 7 – 10.
- Achievement standards and content are misaligned, wordy and vague.
- Cognitive demands in Achievement standards are too high and an evidence base is not apparent.

HASS F - 6

Positive feedback

- Content descriptions have been reduced.
- Elaborations provide clear guidance to teachers.

Aspects that need further revision

- Content descriptions need further refinement to improve their quality; some contain too many threads.
- Disconnected inclusion of First Nations perspectives may dilute the impact of this content.
- GCs and Cross curriculum priorities are not evident in elaborations.
- Links to other learning areas are not evident in elaborations.

HASS 7 - 10

Positive feedback

Elaborations can be helpful by providing an additional resource or context.

Aspects that need further revision

- Too much content impacts on depth of understanding.
- Too many skills sub-strands that do not align with knowledge and understanding.

- Combined content descriptions have detracted from decluttering and are complex and more extensive.
- More local examples in elaborations would be helpful.
- Elaborations are sometimes too complex; language needs refining.
- Some elaborations are not age-appropriate.

Civics and Citizenship

Positive feedback

- Year 9 Content descriptions are improved.

Aspects that need further revision

- Content has not been reduced. Suggestions for further reduction are provided.
- Some content is not age appropriate; examples are provided.
- There should only be 2 knowledge and understanding sub-strands.
- Identity and diversity core concept should be removed.
- Citizenship is overemphasised in Knowledge and understanding, skills, and core concepts.
- Some terminology is ambiguous.
- Some omitted content should be restored; examples are provided.
- Some content is at risk of bias and politicisation. Examples are given.

Economics and Business

Positive feedback

- The core concept 'Resource allocation and decision making accurately reflects the subject.

Aspects that need further revision

- Rationale overstates the subject's scope.
- Some sub-strands lack clarity and need a supporting description.
- Content descriptions are not meaningfully organised due to the interrelatedness of the sub-strands. An alternative is suggested.
- Some core concepts should be removed; examples are provided.
- Content descriptions are often unwieldy; examples are provided.
- Some content is not age appropriate; examples are provided.
- Support is needed to manage First Nations content respectfully.

Geography

Positive feedback

None provided.

Aspects that need further revision

- Content has not been reduced.
- Some content descriptions are complex and unwieldy while others are too narrow and limited. Examples are provided.
- Some sub-strands overlap; examples are provided.
- Some language and terminology needs clarity. Examples are provided.

- Concerns are raised about practicalities associated with First Nations content.
- Some specialist terminology may be inaccessible to primary teachers.

History

Positive feedback

- Year 9 content descriptions provide clear guidance to teachers.

Aspects that need further revision

- The Overview sub-strand should be removed.
- Mandated sub-strands make the subject too prescriptive.
- Link between Knowledge and understanding and Skills could be strengthened.
- Content within sub-strands is unmanageable; examples are given.
- Some content is not age appropriate; examples are given.

Independent Schools Australia

Positive feedback

- Decluttering is evident in F – 2.
- Language from the Early Years Framework is welcomed.
- Reduction of depth studies is welcomed as an opportunity for depth and flexibility.
- Inquiry questions are clear.
- Links to General capabilities and Cross curriculum priorities support integration.
- Removal of discipline specific Achievement standards in HASS F – 6 has reduced content.
- HASS curriculum is seen as more 'humanising'.
- More clarity is evident through rewording and rephrasing various terms and concepts; examples are provided.
- A range of inclusions in 8 – 10 are welcomed; examples are given.
- Changes acknowledge Australia's geo-political location.
- First Nations people are recognised appropriately; 'Deep history' is a positive change.

Aspects that need further revision

- More decluttering is needed; content appears to have increased overall and duplication is evident. Merging of content descriptions has created greater complexity.
- Too much HASS content in Foundation.
- Language needs more simplification and specificity; examples are given.
- Content descriptions need to be more explicit.
- Questions are raised about the progression of knowledge and skills and whether these build logically.
- Some content that has been removed should be reinstated; examples are given.
- No accounting for varied amounts of time given across diverse school contexts. Making some concepts 'core' would be helpful.
- A sense that First Nations perspectives receive relatively more attention than other cultures.
- How to approach Overview units is unclear.

National Catholic Education Commission

Positive feedback

- The Rationale describes the importance of HASS in providing a broad understanding of the world and how students can participate as active and informed citizens.
- Rationale and aims are written clearly and identify the importance of the learning area and the learning that students will demonstrate.
- Rationale and aims are aligned with the revised core concepts.
- The organisation structure provides a clear and coherent outline of the learning area.
- Core concepts and the diagram make clear what is important about the learning area.
- The Key connections section is strongly supported.

Aspects that need further revision

- Quality resources are needed for the Key Connections: Aboriginal and Torres Strait Islander histories and cultures and the relevant Elaborations.
- The omission of a Key considerations section is a “curious and perhaps serious omission” (p. 22). At a minimum, a section discussing appropriate cultural protocols for engaging with First Nations Australians would be appropriate.

HASS F - 6

Positive feedback

- Rationale and Aims are clearly written and appropriate.
- Revised organisation provides flexibility, allowing sub-strands to develop core concepts, content and skills.
- Curriculum elements are generally positively received.
- Year level descriptions are clearer while still allowing choice.
- Inquiry questions are supported.
- Achievement standards have been refined; they are clearer, show developmental progression, align with content descriptions, and will support task design.
- Removal of subject specific Achievement standards is supported.
- Separate Foundation Achievement standards are supported.
- Content descriptions are clearer and use language more consistently.
- Content descriptions and Achievement standards are better aligned.
- Repeated content has been removed; this improves sequencing.
- The revised content elaborations have been aligned with the revised content descriptions.
- Content elaborations provide teachers with improved strategies and the opportunity to develop authentic connections across the general capabilities and cross-curriculum priorities.

Aspects that need further revision

- Strong concern that the F-6 curriculum has not been adequately decluttered or content reduced and encourages superficial rather than deep learning.
- Content descriptions are often still too wordy and complex; this seems partly due to the amalgamation of content descriptions.
- Inquiry questions do not cover all content descriptions and achievement standards.

- Achievement standards verbs are sometimes difficult to evidence and need to be used consistently across learning areas.
- Significant historical events have been omitted that have played a considerable part in understanding today's Australian and global contexts. Examples are given.
- Some removed content should be reinstated.
- Content elaborations are still wordy and ambiguous.

Civics and Citizenship

Positive feedback

- Changes made have improved clarity.
- Rationale and Aims are clear and coherent.
- Organisational structure is clear and coherent; reorganisation of strands and sub-strands is welcomed.
- Connections to GCs, CCPs, and other learning areas are generally evident.
- Achievement standards clearly describe the expected learning that students should demonstrate, reflect a clear development progression, align well with the revised and re-sequenced content, and provide greater flexibility.
- Some content descriptions have improved through meaningful connections between the strands.

Aspects that need further revision

- More explicit connections to GCs, CCPs, and other learning areas would be advantageous.
- Some content descriptions could be strengthened; examples are given.
- A stronger focus on the importance of the Australian Constitution for civic institutions, processes and actions is required. Recommendations for additional content are provided.

Economics and Business

Positive feedback

- The Rationale is inspiring but not necessarily a fair representation of what the course actually accomplishes.
- Further inclusion of Aboriginal and Torres Strait Islander stories and understanding has been overall an improvement in the curriculum revisions.

Aspects that need further revision

- Overall, the curriculum has not been refined, aligned or decluttered.
- The Rationale perhaps overstates the subject's reach; examples are given.
- Some content is seen as not age appropriate or appropriately sequenced.
- Some year levels appear to cover more content; examples are given.
- The Achievement standards use verbs that are sometimes too complex and progression between year levels is not always clear. Examples are given.
- Some references to Aboriginal and Torres Strait Islander stories and understanding in Content descriptions are superficial.

Geography

Positive feedback

- Changes are generally supported.

- Rationale is clearer.
- Aims provide meaningful opportunities to teach the organising ideas of the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, sustainability and Asia and Australia's engagement with Asia within geography.
- The organisational structure for HASS lists the understandings, and skills central to the HASS curriculum.
- Sub-strands are seen as allowing for flexibility and relevance.
- The revised geography curriculum includes significant key connections to the general capabilities.
- Core concepts are supported.
- There is some refinement to language within the achievement standards.

Aspects that need further revision

- Content descriptions have been combined into new content descriptions which include additional content – further decluttering is needed.
- 7 – 10 curriculum is unmanageable.
- Concern is raised about the removal of 'inquiry' from 'Inquiry and skills'.
- The revised geography curriculum need to better align with the numeracy capability.
- Language needs to be used consistently; examples are given.
- Core concepts need to be more evident in content descriptions.
- Achievement standards need to align cognitive verbs with content descriptions.

History

Positive feedback

- Overall feedback is generally positive about changes.
- The Rationale is appropriate, and the revised Rationale and Aims provide meaningful opportunities to teach the Aboriginal and Torres Strait Islander histories and cultures, sustainability and Asia and Australia's engagement with Asia CCPs.
- The revised organisational structure is supported as providing fewer topics but more depth. Examples are given e.g., reduction in depth studies.
- Realignment of strands is supported.
- Expectations of study section is supported.
- Year level descriptions are clear and coherent.
- Revised inquiry questions are welcomed.
- The revised Achievement standards clearly describe the expected learning that students should demonstrate, reflect a clear development progression, align with content, and provide flexibility.
- The inclusion of the 'deep time history in Australia' sub-strand integrates well with cross-curriculum priorities and general capabilities.

Aspects that need further revision

- History is still content heavy, with new content introduced. More refinement is needed.
- More explicit connections to the general capabilities, cross-curriculum priorities and other learning areas need to be embedded within content descriptions.

- The age appropriateness of some content and Achievement standards inclusions are questioned. Examples are given.
- Year 7 content is seen as challenging to achieve.
- Connections with Senior Ancient History should be stronger.

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