



**Ancient History  
Stage 6**

**Draft Syllabus**

**Consultation Report  
February 2017**

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# 1 Background information

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

The preparation of the *Ancient History Stage 6 Draft Syllabus* took into account the broad directions for the learning area, which were developed following public consultation and endorsed by the NESA in December 2014. In 2015 NESA conducted consultation on the draft writing briefs. The draft writing briefs were endorsed by the Board in 2016.

NESA conducted consultation on the draft syllabus in Term 3, 2016.

The consultation program from 20 July 2016 to 31 August 2016 included:

- a meeting of the Years 11–12 History Board Curriculum Committee on 22 August 2016
- face-to-face consultation meetings
- targeted consultation meetings for:
  - Aboriginal education
  - Special education
  - Industry.
- student voice meetings
- an online survey on the NESA website
- written submissions.

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

Feedback from consultation was analysed and informed revisions to the draft syllabus. The final syllabus is available in an online interactive format on the NESA website.

## 2 Executive summary

The *Ancient History Stage 6 Draft Syllabus Consultation Report* provides a description of the consultation process and a summary and analysis of feedback received. It details data and findings gathered from a meeting of the Years 11–12 History Board Curriculum Committee, 7 metropolitan and regional face-to-face consultation meetings, 3 targeted consultation meetings, 5 student voice meetings, 139 responses to an online survey and 47 written submissions.

Consultation on the *Ancient History Stage 6 Draft Syllabus* indicated strong support for the rationale, aim, objectives and outcomes, with some respondents suggesting areas where refinements could be made.

The majority of respondents noted that the course structure, requirements and content are manageable and appropriate, providing opportunities to develop students' skills and depth of knowledge. Some respondents commented on the scope of learning required in particular sections in the course, and possible adjustments that could be made.

The majority of respondents supported the retention of the Core Study, 'Cities of Vesuvius – Pompeii and Herculaneum', with adjustments suggested for clarity and depth of study. Several respondents requested opportunities to study topics relating to ancient Asia in the Year 12 course.

Some respondents questioned the appropriateness of introducing a cap on the number of assessment tasks to three in the Year 11 course and four in the Year 12 course, and the capping of the formal written examination style assessment task to a weighting of 25%. The limited opportunity for students to be familiar with formal written examinations was queried, as was the scope to allocate a progressive weighting to assessment tasks.

Several respondents questioned the proposal for the 'Personalities in their Times' study to be internally assessed, commenting on the potential for this section to be devalued if it was not included in the HSC examination.

The majority of respondents supported the syllabus in meeting the needs of the diversity of learners, including Life Skills, and welcomed the alignment of the Life Skills outcomes and content. Some respondents commented on the need to provide greater clarification, with a range of suggestions made.

### 3 Key matters

Key matters	Actions
The review of the content of the 'Cities of Vesuvius – Pompeii and Herculaneum' Core Study to ensure an appropriate scope and emphases for depth of study.	The content of the Core Study has been refined to ensure clarity and reduce content for depth of study.
School assessment in Year 11 and Year 12 and the format of the HSC examination require review.	<p>Amendments have been made to the assessment specifications in order to provide flexibility for a range of school contexts:</p> <ul style="list-style-type: none"> <li>● The option of a Year 12 formal written examination will specify a maximum weighting of 30%.</li> <li>● Extended response questions will continue to be a feature of the Ancient History examination.</li> </ul>
The study requirements of the Year 11 topic, 'The Nature of the Ancient Past', need to be reviewed.	The course study requirements have been amended to ensure an appropriate number of studies for the indicative time allocation. The opportunity to undertake a comparative study of at least two ancient societies has been indicated.
The range of topics offered in Year 12 should be broadened. There should be opportunity for the study of Ancient Asia.	<p>Topics on Ancient China have been included in the Year 12 course.</p> <p>Across Year 11 and Year 12 in Ancient History and Year 12 in History Extension, there are opportunities to study a range of ancient civilisations, topics and time periods. In Year 11, there are opportunities for teachers to develop their own Case Studies and for students to select areas of interest when conducting their Historical Investigation.</p>
The need for the Ancient History course to cater for the diversity of learners in Year 11 and Year 12.	Support materials will provide examples of adjustments to teaching and learning to meet the needs of the diversity of learners.

## 4 Analysis

### 4.1 Rationale

#### Summary

The majority of survey respondents strongly agreed or agreed that the proposed rationale describes the nature of the course in broad terms and explains its purpose in the curriculum.

#### Feedback affirming the rationale

Feedback	Sources
The rationale appropriately reflects the nature of the Ancient History course, and its significance for student learning.	CSODBB DoE Penrith (CM) SCS Submissions 6, 20, 26 Survey (x7)

#### Key matters and actions

Key matters	Sources	Actions
<p>The rationale should be strengthened with reference to the:</p> <ul style="list-style-type: none"> <li>• clarification of concept and skill development</li> <li>• identification of 'conservation' of cultural heritage as a responsibility</li> <li>• inclusion of 'economic' consequences as an effect of past actions</li> <li>• significance of the 'legacy' of the ancient world</li> <li>• development of empathy as a result of learning.</li> </ul>	<p>AIS CSODBB Submissions 7–8, 13, 17–20, 23, 27, 29, 33–34 Survey (x1)</p>	<p>The rationale has been amended to better reflect the nature of the Ancient History course.</p>

## 4.2 Aim

### Summary

The majority of respondents supported the proposed aim. Additional refinements to the aim were suggested by some respondents.

### Feedback affirming the aim

Feedback	Sources
The proposed aim provides an appropriate statement of the overall purpose of the syllabus.	CSODBB DoE SCS Submissions 3, 5 Survey (x2)

### Key matters and actions

Key matters	Sources	Actions
The aim should be reviewed to reflect the process of historical inquiry and transferable skills such as critical thinking.	AIS DoE Survey (x2)	Some aspects of the aim have been amended to clarify intentions regarding the development of historical inquiry and thinking skills.



### 4.3 Objectives

#### Summary

The majority of respondents affirmed the proposed objectives. Several respondents offered suggestions to strengthen the objectives, and to provide greater clarity and stronger alignment to the course content. The majority of survey respondents agreed that there was a clear relationship between the objectives, outcomes and content.

#### Feedback affirming the objectives

Feedback	Sources
The objectives define in broad terms the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	CSODBB SCS Submissions 3, 5, 26 Survey (x2)

#### Key matters and actions

Key matters	Sources	Actions
<p>The objectives should be reviewed with consideration of:</p> <ul style="list-style-type: none"> <li>reference to the demands of the course</li> <li>the difference between 'problems' and 'issues', 'critical thinking' and 'critical assessment of sources'</li> <li>an appreciation for conservation and preservation of the past</li> <li>empathetic understanding and the valuing of cultural diversity.</li> </ul>	<p>AIS DoE Hurstville (CM) Submissions 7–8, 13, 17–20, 23, 27, 29, 33–34 Survey (x3)</p>	<p>The objectives have been amended to provide a stronger link between the objectives, outcomes and content.</p>

## 4.4 Outcomes

### Summary

The majority of survey respondents strongly agreed or agreed that the outcomes describe what students are expected to achieve and provide an appropriate continuum of learning. Several respondents offered suggestions about refinements to the outcomes.

### Feedback affirming the outcomes

Feedback	Sources
The outcomes are relevant and appropriate.	SCS Survey (x5)
The integration of historical concepts in the knowledge and understanding, and skills outcomes, reflects the interplay between them.	HTANSW Submission 12

### Key matters and actions

Key matters	Sources	Actions
<p>The outcomes need to be reviewed in relation to:</p> <ul style="list-style-type: none"> <li>the increased levels of skill and historical depth that are required in Year 11 and Year 12</li> <li>the inclusion of change and continuity in the Year 11 outcomes</li> <li>clarification of the term 'prioritising'.</li> </ul>	<p>CSODBB DoE HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) SCS Submissions 3, 5–8, 10, 13, 15, 17–20, 23, 26–29, 33–34 Survey (x11)</p>	<p>The outcomes have been amended for clarity, and to ensure there is an appropriate progression from Stage 5 to Year 11 and Year 12.</p>

## 4.5 Course structure and requirements

### Summary

The majority of respondents strongly agreed or agreed that the course structure and requirements are clear, manageable and appropriate. Questions were raised about the manageability and appropriateness of the course requirements, in particular the number of studies and the scope of content in Year 11.

The Year 11 course was considered to have potential for encouraging a wide-ranging understanding of the subject. The 'Investigating Ancient History' section was seen to have the potential to interest students. The Historical Investigation was positively received and considered to be engaging for students, as well as providing a background for students who wish to consider History Extension. Some respondents requested clarification about the scope to integrate content within the Year 11 course.

A number of respondents expressed the view that all four sections of the course should be externally assessed in the HSC examination. Several respondents noted that the teaching of the 'Personalities in their Times' section may be diminished if this is not the case.

### Feedback affirming the course structure and requirements

Feedback	Sources
The retention of the current overall course structure is supported.	BCC DoE HTANSW Submissions 12, 20, 26 Survey (x11)
The option for teachers to develop their own Case Study in the Year 11 course is supported.	HTANSW Submission 31
The retention of the Historical Investigation in the Year 11 course is supported.	AIS BCC Beecroft (CM) HTANSW Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (SV) Submissions 5, 31 Tamworth (CM)
Case Study options available in Year 11, including the requirement to undertake a Case Study from the Near East, Asia, the Americas, or Australia are welcomed.	AIS Submissions 1, 6

## Key matters and actions

Key matters	Sources	Actions
The number of studies required to be undertaken in the Year 11 course need to be reviewed.	AIS CSODDB Pagewood (CM) SCS Submission 13 Survey (x10)	The course requirements have been amended to indicate the opportunity to integrate content within the course. The minimum number of studies required in the 'Investigating Ancient History' section of the course has been revised.
The study requirements of the Year 11 topic 'The Nature of the Ancient Past' need to be reviewed.	AIS BCC Beecroft (CM) HTANSW Pagewood (CM) Penrith (CM) Submissions 1, 3, 5, 6, 10, 15, 20, 26, 31 Survey (x6)	The study requirements have been amended to ensure an appropriate number of studies for the indicative time allocation. The study of at least two ancient societies has been indicated, including the opportunity to approach these as a comparative study.
There is a lack of a clear relationship between the Year 11 and Year 12 courses in terms of the study of some societies, particularly in relation to Asia.	CSODDB Hurstville (CM) Pagewood (CM) Submissions 1, 3, 5, 15, 24, 30, 32 Survey (x16) Tamworth (CM)	Amendments to Year 11 course content, and the inclusion of a case study on the Shang Dynasty in Year 11 and Ancient China topics in Year 12, have been made to strengthen the interrelationship between the Year 11 and Year 12 courses.
The 'Personalities in their Times' study may not be taught for 30 indicative hours as required by the syllabus given its proposed status as a non-examinable component.	Beecroft (CM) Griffith (CM) Submissions 1, 3, 6, 12, 14, 30 Survey (x54)	The examination specifications for the Ancient History course will be reviewed.

## 4.6 Assessment

### Summary

A number of respondents indicated that school-based assessment requirements are manageable. Some respondents questioned the appropriateness of introducing a cap on the number of assessment tasks to three in the Year 11 course and four in the Year 12 course, and the capping of the formal written examination to a weighting of 25%.

A number of respondents questioned the appropriateness of the proposed school-based assessment requirements in terms of the progressive weighting of assessment tasks. Some respondents also queried the limited opportunity for students to be familiar with formal written examinations when only one task per year may be a formal examination.

Respondents indicated that more detailed examination specifications would have been preferred. A majority of respondents commented on the appropriateness of the HSC examination specifications, in particular that not all four course sections would be examined, and the perception that an essay-style response would no longer be required in the ‘Historical Periods’ section.

The ‘Personalities in their Times’ section was seen by the majority of respondents as a matter requiring further review, given it was proposed only for internal school assessment. Respondents expressed the view that this may lead to schools not adhering to the indicative hours and focusing more on the examinable topics.

### Feedback affirming the information on assessment

Feedback	Sources
The draft school-based and/or external assessment requirements are appropriate.	AHISA Beecroft (CM) Griffith (CM) Hurstville (CM) Submission 26 Survey (x9)

## Key matters and actions

Key matters	Sources	Actions
Clarification is required regarding school-based assessment, including the proposal that one task may be a formal written examination and the progressive weighting of tasks.	BCC Beecroft (CM) Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Submissions 1, 6, 12–15, 31 Survey (x24) Tamworth (CM)	The <i>Assessment and Reporting in Ancient History</i> document will provide clarification. Advice concerning school-based assessment will be published in 2017.
The internal assessment of the 'Personalities in their Times' study may lead to the devaluing of the study within schools.	AIS BCC CSODBB Griffith (CM) Hurstville (CM) Pagewood (CM) Submissions 5–6, 10, 12–13, 31 Survey (x10)	The proposed HSC examination specifications will be reviewed.
Advice and clarification is needed on the draft examination specifications for the 'Historical Periods' study in relation to the definition of 'extended response', and the proposal that it be based on an historical interpretation.	AIS HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 5, 13–15, 20, 30–31 Survey (x8)	The extended response is an essay-style response, consistent with current practice.  The specification that an historical interpretation will be included in extended response questions will be reviewed and clarified.
Questions were raised regarding the length of the HSC examination, with the proposed removal of one course section.	HTANSW Hurstville (CM) Submissions 14–15 Survey (x14) Tamworth (CM)	The proposed HSC examination specifications are based on the current length of the Ancient History examination.  The examination specifications will be confirmed in 2017.

## 4.7 Content

### Summary

The majority of respondents agreed that the ‘Cities of Vesuvius – Pompeii and Herculaneum’ Core Study was relevant and appropriate as the Core because of the scope it offers for working with sources and historical and contemporary issues. Several respondents saw an opportunity to further reduce and refine content in the Core for depth of study.

The content in the Year 11 course was seen by the majority of respondents as providing a potentially interesting and thoughtful foundation to the Ancient History course. A wide range of suggestions were made relating to the content, such as the inclusion of an additional option relating to representations of the ancient past.

Respondents commented that the course included some interesting new areas of historical investigation and this was positively noted.

Respondents questioned the reduction in the number of topic options in the Year 12 course, suggesting a broad range of additional topics, such as the Qin and Han Dynasties, Qin Shihuangdi, the Mauryan Dynasty, Mohenjo-Daro, the Khmer Empire, Jesus Christ as a personality, and the re-inclusion of ‘Hannibal’, ‘Tiberius Gracchus’ and ‘Rome 264–133 BC’.

A number of respondents indicated that the ‘Personalities in their Times’ study should be reviewed to more strongly represent women.

### Feedback affirming content

Feedback	Sources
The retention of ‘Cities of Vesuvius – Pompeii and Herculaneum’ as the Core Study is appropriate.	Griffith (SV) Submissions 12, 26, 31 Tamworth (SV)
The inclusion of Near East and ancient Israel topics is welcomed.	JBD Submissions 4, 6, 28–29

## Key matters and actions

Key matters	Sources	Actions
Consideration needs to be given to teachers integrating two options from 'The Nature, Methods and Issues of Ancient History' in the Year 11 course into their Case Studies or changing the requirement to study at least TWO to at least ONE.	AIS BCC CSODBB Pagewood (CM) Submission 13 Survey (x10)	The opportunity to integrate areas of study within 'Investigating Ancient History' has been indicated. At least one area of study from 'The Nature, Methods and Issues of Ancient History' is to be undertaken.
The Core Study needs to be reviewed to reduce content, including a review of the 'Investigating, reconstructing and conserving the past' section and the placement of the eruption within the overall topic.	AIS BCC Beecroft (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) SCS Submissions 5–6, 10, 12–13, 15 Survey (x38)	The Core has been refined for clarity and to reduce the scope of content for depth of study. The 'eruption' has been included in the 'Survey' section of the Core.
The range of topics offered in Year 12 should be broadened.	AIS HTANSW SCS Hurstville (CM) SCS Submissions 5, 12, 14, 16, 26, 31, 32	Across Year 11 and Year 12 in Ancient History and Year 12 in History Extension, there are opportunities to study a range of ancient societies, topics and time periods. In Year 11, there are opportunities for teachers to develop their own Case Studies and for students to select areas of interest when conducting their Historical Investigation.
The lists provided for the Case Studies in the Year 11 course need review.	Beecroft (CM) HTANSW Submissions 15, 29, 31 Survey (x6)	The list of Case Studies and the content specified have been amended to provide flexibility to meet student needs and interests. New Case Studies have been added, including 'Old Kingdom Egypt', 'The Shang Dynasty' and 'Palmyra and the Silk Road'.
Renaming, 'The Nature of the Ancient Past' to, 'Features of Ancient Societies', may better represent the intent of the content area.	HTANSW Submissions 15, 20	The title of the study has been changed to, 'Features of Ancient Societies'.
Refinement of current topic options within the Year 11 and/or Year 12 course was suggested.	HTANSW Submissions 4, 6, 29, 31, 35	Current course topic options have been amended for clarity, consistency and comparability.



<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
A wide range of suggestions were provided for topics, particularly additional topics related to ancient Asia.	HTANSW JBD Submissions 6–8, 13, 15, 17–19, 23– 24, 27, 29, 32–35 Survey (x2)	Additional topics on ancient China have been included in the Year 12 course.

## 4.8 Learning across the curriculum

### Summary

Overall, respondents believed that the Learning across the curriculum statements and the identification of relevant content were a realistic representation of opportunities to develop important skills and understandings through the syllabus. It was noted that while there are opportunities to engage with Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia, these areas of learning have the potential to be strengthened.

### Feedback affirming Learning across the curriculum

Feedback	Sources
The Learning across the curriculum statements highlight the opportunity to integrate important skills and understandings into the content.	DoE
The increased representation of Aboriginal and Torres Strait Islander histories and cultures is welcomed.	Aboriginal Ed BCC
The opportunity to undertake a case study in Year 11 from the Near East, Asia, the Americas, or Australia, is welcomed.	DoE Submission 6

### Key matters and actions

Key matters	Sources	Actions
Opportunities for continuity of study between Year 11 and Year 12 in relation to particular societies should be provided.	HTANSW Submissions 3, 5, 15 Survey (x16)	The societies specified for study in Year 11 and Year 12 have been reviewed and considered for comparability.
Consideration needs to be given to the provision of topics relating to ancient Asia in the Year 12 course.	CSODBB HTANSW Submissions 1, 3, 5, 13, 15, 24, 30 Survey (x16)	Ancient China options and topics have been included in the Year 11 and Year 12 course to provide opportunity for continuity of study.
The statement relating to Aboriginal and Torres Strait Islander histories and cultures needs to be reviewed.	Aboriginal Ed	The statement has been amended to strengthen the consideration for community consultation when planning and programming. Similarly, specific reference has been made in appropriate sections for teachers to consult with local Aboriginal communities and/or appropriate knowledge holders.

<b>Key matters</b>	<b>Sources</b>	<b>Actions</b>
Opportunities exist to further develop studies of Aboriginal and Torres Strait Islander perspectives.	Aboriginal Ed CSODBB Submissions 3, 29	Opportunities to include Aboriginal and Torres Strait Islander histories and cultures have been reviewed and strengthened.

## 4.9 Diversity of learners, including Life Skills

### Summary

The majority of respondents agreed that the syllabus meets the needs of the diversity of learners. However, some commented that the content required and the concepts considered are challenging.

Respondents who commented on the Ancient History Life Skills course agreed that it provided scope for developing programs for students with special education needs. Some respondents noted the diverse needs of students, and the difficulty this presents in assessing the appropriateness of the course.

Feedback was received in relation to the role of the K–10 Curriculum Framework in the development of Stage 6 syllabuses, the inclusion of Australian curriculum content within Ancient History Life Skills, reference to the course completion criteria and use of the terminology ‘special education’ in the syllabus. This feedback was not supported by the wide range of respondents.

Several respondents commented that the provision of a general course of study in Ancient History should be considered. It was thought that the academic nature of the course was reinforced by the scope of content that needed to be covered.

### Feedback about the diversity of learners, including Life Skills

Feedback	Sources
The Year 11 content is flexible enough to cater for the diversity of learners.	Submission 10
The addition of a specific Ancient History Life Skills syllabus is welcomed. The content and topics are closely aligned with that of the Stage 6 Ancient History syllabus.	BCC Beecroft (CM) Special Ed Submissions 5, 10
The alignment of outcomes and content in Ancient History Life Skills to the Ancient History syllabus is appropriate and demonstrates inclusion. The table of related outcomes is a useful representation of the alignment between the Ancient History Life Skills and the Ancient History outcomes.	AASE AIS CEDOW DoE NSWTF Special Ed Submission 11 Survey (x5)
The Learning across the curriculum content within the Ancient History Life Skills course enables relevant and meaningful teaching and learning experiences for students with special education needs.	NSWTF

## Key matters and actions

Key matters	Sources	Actions
Content needs to be reviewed to ensure that the course is accessible to the diversity of learners.	Special Ed Submissions 5, 10, 15	The course requirements and scope of content of the Ancient History and Ancient History Life Skills courses have been amended to enable accessibility for a diversity of learners.
<b>Diversity of learners</b> The statements relating to the diversity of learners should be clearer in relation to the options students have in accessing the curriculum and the possibility of students having more than one of the characteristics identified.	AIS DoE	The advice in relation to the diversity of learners has been reviewed and amended.
<b>Alignment</b> The progression from Years 7–10 History Life Skills into Ancient History Life Skills needs to be strengthened.	AASE Special Ed	The outcomes and content in Ancient History Life Skills have been reviewed to ensure progression from History Years 7–10 Life Skills.
The relationship between the Ancient History course and the Ancient History Life Skills course requires clarification.	AIS DoE	The Ancient History rationale and learning pathways diagram have been amended to appropriately reflect the status of Ancient History Life Skills within the Stage 6 curriculum.
<b>Outcomes and content</b> There are fewer outcomes, which are very broad and may be difficult to measure. The outcomes should be accessible for the full range of students with high support needs, some of whom are still developing skills from Years 7–10.	AASE AIS DoE NSWTF Special Ed Survey (x2)	The number of Life Skills outcomes as well as the scope and progression of outcomes and content has been reviewed to cater for the range of students for whom Life Skills is appropriate.
Ancient History Life Skills outcomes could be better aligned with the rationale. Outcomes and content should be appropriate, relevant and age-appropriate. The current content is complex, with minimal personal connection.	AIS DoE NSWTF Special Ed Survey (x4)	The outcomes and content in Ancient History Life Skills have been reviewed for appropriateness and relevance.
The Life Skills Historical Concepts and Skills, and examples of sources are not clearly relevant or achievable.	NSWTF Special Ed	Ancient History Life Skills content has been reviewed and refined to clarify its relevance and a more appropriate level of demand.

Key matters	Sources	Actions
<p><b>Information and advice</b> Advice is needed in the regular syllabuses regarding eligibility, collaborative planning and accessing a combination of Life Skills courses and regular courses.</p>	<p>AIS CEDOW DoE NSWTF</p>	<p>Advice on the NESA website regarding planning, programming and assessment will be reviewed.</p>
<p><b>Assessment and reporting</b> More information regarding the assessment and reporting of Life Skills courses would be useful. Further advice is needed in relation to determining if a student has achieved an outcome. Reference should be made to the Disability Standards, collaborative planning and Disability Provisions.</p>	<p>AIS DoE NSWTF Submission 11 Survey (x1)</p>	<p>Assessment and reporting advice in relation to students with special education needs, including students undertaking Life Skills courses, will be reviewed.</p>
<p><b>Support materials</b> With teachers having the option to select Life Skills outcomes and content, further advice and direction is needed to guide teachers in developing rigorous learning experiences.</p>	<p>AIS CEDOW DoE Special Ed Submission 11</p>	<p>Support materials and sample units of work will be developed to illustrate appropriate and meaningful teaching, learning and assessment opportunities for students.</p>

#### 4.10 Other comments

##### Summary

Respondents found the syllabus to be clear and relevant, with interesting topics. Several respondents expressed the view that some aspects of the course required amendment to encourage the equitability and manageability of the course.

Some suggestions were made regarding additions to the glossary, and several respondents noted the need for support materials and professional learning to be made available to assist with implementation.

Some respondents suggested that an alternative course may provide more relevant learning opportunities for the increasing number of students staying on in Stage 6 and for whom the Life Skills program is not appropriate.

##### Feedback affirming the draft syllabus

Feedback	Sources
The draft syllabus has been updated while retaining the strengths of the current syllabus.	HTANSW JBD Submissions 12, 20 Survey (x2)

##### Key matters raised and actions

Key matters raised	Sources	Actions
Suggestions were made for the amendment of definitions and suggestions for additional terms in the glossary.	AIS Survey (x9)	Some specific amendments have been made to the glossary as appropriate.
There needs to be development of professional learning opportunities, sample assessment and support materials.	BCC HTANSW Submissions 2–3, 9–10, 15, 20	A range of materials will be provided to support implementation of the new Ancient History syllabus.

#### **4.11 Student voice**

Targeted consultation meetings with students were held to gather feedback about Ancient History. These meetings focused on discussion of History courses within the HSIE learning area, including:

- motivations for choosing to study Ancient History
- how and what students like to learn
- assessment practices
- how the subject prepares students for future learning.

#### **Summary**

Student comments focused on their reasons for selecting to study History in Stage 6 and their experience of assessment. The majority of feedback indicated that students selected Year 11 and Year 12 History courses due to positive learning experiences in Stage 4 and Stage 5, and the desire to further their knowledge.

Most students saw the relevance in engaging in the study of History in order to better understand the world around them, and found links within content and skills which they believed to be of value for other subjects they were studying, as well as beyond school.

Students were appreciative of the opportunity to study an area of interest through the Historical Investigation, noting that they were able to focus on the process of historical inquiry, while developing their understanding of the past.

With regard to assessment, students felt that research tasks provided them with an opportunity to develop and display their understanding of the historical inquiry process, as opposed to formal examinations and in-class tasks. Students cited the number of assessment tasks they are required to complete at any given time as requiring review.



## Feedback from student voice on Ancient History

Feedback	Sources
<p><b>Value of the study of Ancient History</b>                      Students recognised:</p> <ul style="list-style-type: none"> <li>● the relevance of Stage 6 Ancient History to other subjects and post-schooling opportunities</li> <li>● the significance of Stage 6 Ancient History in better understanding our world today.</li> </ul>	Griffith (SV) Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (SV)
<p><b>Content</b>                      Students expressed an interest in:</p> <ul style="list-style-type: none"> <li>● the Historical Investigation and the opportunity to develop their own area of study</li> <li>● further studies of cultures</li> <li>● the study of people, archaeology and sources</li> <li>● the study of Pompeii and Herculaneum</li> <li>● history beyond Australia.</li> </ul>	Griffith (SV) Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (SV)
<p><b>Assessment</b>                      Students commented on:</p> <ul style="list-style-type: none"> <li>● the preference for take-home tasks over formal examination/in-class tasks</li> <li>● the possible lack of focus placed on lower weighted tasks by students.</li> </ul>	Pagewood (SV) Penrith (SV) Wollongong (SV) Tamworth (SV)

## 5 Quantitative analysis of survey responses

Note: Due to rounding, some percentages may not total 100%.

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
<b>Aim and rationale</b>					
1. The rationale describes the nature and purpose of the course in the curriculum.	116	34%	63%	3%	0%
2. The aim provides a succinct statement of the overall purpose of the course.	114	35%	63%	2%	0%
<b>Objectives</b>					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	114	29%	67%	4%	0%
<b>Outcomes</b>					
4. The outcomes and content describe what students are expected to achieve in relation to what they know, understand and can do from studying the course.	113	30%	63%	6%	1%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	112	27%	64%	8%	1%
<b>Course structure</b>					
6. The course structure and requirements are clear, manageable and appropriate.	110	16%	52%	26%	5%
<b>School-based assessment</b>					
7. The school-based assessment requirements are manageable.	108	20%	56%	19%	6%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
8. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	109	23%	51%	22%	5%
<b>HSC assessment</b>					
9. Please comment on the HSC examination specifications.	89	12%	27%	37%	24%
<b>Content</b>					
10. The content describes the scope and depth of learning.	101	24%	63%	13%	0%
<b>Learning across the curriculum</b>					
11. The Learning across the curriculum content, including opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, is authentic and appropriate.	99	17%	67%	16%	0%
<b>Topics</b>					
12. The Investigating Ancient History section provides a range of relevant and flexible studies as an introduction to the course.	95	30%	57%	12%	2%
13. The Historical Investigation is appropriate in its approach and content.	97	36%	55%	8%	1%
14. The Historical Concepts and Skills are appropriate and support depth of study.	97	28%	69%	3%	0%
15. The amendments to the Ancient History Core topic support manageability of content for depth of study.	96	17%	53%	23%	7%
16. The course topics and content are contemporary and relevant.	96	19%	66%	12%	4%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. There are appropriate opportunities to study Asian history topics and content.	90	21%	61%	16%	2%
18. The topics have appropriate emphases and are clearly and logically structured.	95	21%	72%	6%	1%
<b>Diversity of learners</b>					
19. The syllabus meets the needs of the diversity of learners.	95	13%	68%	14%	5%
<b>Life Skills</b>					
20. The alignment of the course structure and the Life Skills outcomes and content is appropriate	89	17%	81%	2%	0%
21. The relationship between the course objectives and the Life Skills outcomes is appropriate.	90	16%	83%	1%	0%
22. The Life Skills outcomes and content provide scope for developing programs for students with special education needs.	87	16%	81%	2%	1%
23. The Life Skills outcomes provide the basis for assessing and reporting student achievement.	89	16%	83%	0%	1%

## 6 Respondents

### 6.1 Consultation meetings

#### Board Curriculum Committee consultation meeting at NESA on 22 August 2016 (code: BCC)

12 members

Name	Organisation
Mr Denis Fitzgerald	Chair
Ms Carly-Jane Boreland	NSW Teachers Federation
Dr Paddy Cavanagh	Aboriginal Education Consultative Group
Ms Jennifer Curtis	NSW Department of Education
Mr Alex Glasgow	NSW Department of Education
Ms Melissa Knudson	NSW Department of Industry – TAFE NSW
Mr Dennis Lendon	Professional Teachers' Council NSW
Mr Piers Parbury	NSW Parents' Council
Ms Paula Stott	Catholic Education Commission NSW
Mr Carlo Tutto cuore	Association of Independent Schools of NSW
Ms Margaret Vos	NSW Teachers Federation
Ms Yve Weinmann	Federation of Parents and Citizens Associations of NSW

**Face-to-face consultation meetings (code: CM)**

243 attendees

<b>Location</b>	<b>Date (2016)</b>	<b>Number of attendees</b>
Penrith	28 July	37
Beecroft	2 August	76
Griffith	4 August	8
Hurstville	10 August	73
Pagewood	11 August	27
Tamworth	16 August	9
Wollongong	18 August	13

## Targeted consultation meetings

### **Aboriginal Education** (code: *Aboriginal Ed*)

19 attendees

Location	Date (2016)	Number of attendees
Sydney	28 July	7
Sydney	4 August	12

### **Special Education** (code: *Special Ed*)

57 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	19
Sydney	16 August	21
Newcastle	22 August	17

### **Industry** (code: *Industry*)

28 attendees

Location	Date (2016)	Number of attendees
Sydney	11 August	28

### **Student voice meetings** (code: *SV*)

42 attendees

Location	Date (2016)	Number of attendees
Griffith	4 August	5
Pagewood	11 August	8
Tamworth	16 August	11
Wollongong	18 August	9
Penrith	31 August	9

## Consultation meeting attendees

Attendees	Number of attendees
Academic	1
Parent	0
Pre-service teacher	3
School executive	34
Teacher	176
Student	0
Other	5

Attendees identified as	Number of attendees
An Aboriginal person	0
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	219

Sector	Number of attendees
Government	124
Catholic	38
Independent	75
Non-school based	6

Area of NSW	Number of attendees
Metropolitan	213
Regional	30

*Note: The data listed above was gathered from meeting attendance registrations. It may not include all data for those who attended without first registering. Some data may not reflect the total number of attendees.*



## 6.2 Online survey respondents

139 responses

<b>Respondents</b>	<b>Number of respondents</b>
Academic	3
Parent	2
Pre-service teacher	4
Principal	0
School executive	17
School faculty/department	19
Teacher	100
Student	2
Other	3

<b>Respondents identified as</b>	<b>Number of respondents</b>
An Aboriginal person	3
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	136

<b>Sector</b>	<b>Number of respondents</b>
Government	76
Catholic	19
Independent	39
Non-school based	5

<b>Area of NSW</b>	<b>Number of respondents</b>
Metropolitan	88
Regional	51

<b>Number of people contributing to the survey</b>	<b>Number of respondents</b>
1	100
2–5	27
6 or more	12

### 6.3 Written submissions

<b>Organisations, groups and individuals</b>	<b>Code</b>
Asia Education Teachers Association	AETA
Association of Heads of Independent Schools of Australia (AHISA) Academic Committee	AHISA
Association of Independent Schools of NSW	AIS
Australian Association of Special Education Inc.	AASE
Australian Christian Lobby	ACL
Catholic Education Diocese of Wollongong	CEDOW
Catholic Schools Office – Diocese of Broken Bay	CSODBB
History Teachers' Association of NSW	HTANSW
NSW Department of Education	DoE
NSW Jewish Board of Deputies	JBD
NSW Teachers Federation	NSWTF
Sydney Catholic Schools	SCS
Ascham School	Submission 1
Dubbo School of Distance Education	Submission 2
Karabar Distance Education	Submission 3
Macquarie University - History faculty	Submission 4
NSW Distance Education History Network	Submission 5
SHORE School	Submission 6
Southern Cross Baptist School	Submission 7
Southern Cross Educational Enterprises	Submission 8
Southern Cross School of Distance Education	Submission 9
Southern Cross School of Distance Education - History Faculty	Submission 10
St Ignatius College, Riverview	Submission 11
St Leo's Catholic College - HSIE	Submission 12
St Pius X College Chatswood	Submission 13
Sydney Grammar School	Submission 14
Tuggerah Lakes Secondary College	Submission 15
Individual respondent	Submission 16
Individual respondent	Submission 17

<b>Organisations, groups and individuals</b>	<b>Code</b>
Individual respondent	Submission 18
Individual respondent	Submission 19
Individual respondent	Submission 20
Individual respondent	Submission 21
Individual respondent	Submission 22
Individual respondent	Submission 23
Individual respondent	Submission 24
Individual respondent	Submission 25
Individual respondent	Submission 26
Individual respondent	Submission 27
Individual respondent	Submission 28
Individual respondent	Submission 29
Individual respondent	Submission 30
Individual respondent	Submission 31
Individual respondent	Submission 32
Individual respondent	Submission 33
Individual respondent	Submission 34
Individual respondent	Submission 35