



History Extension
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 *History Extension 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 provide 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 *History Extension 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, 45 responses to an online survey and 32 written submissions.

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

Similarly, respondents noted that the course structure, requirements and content are generally manageable and appropriate, providing opportunities to develop students' skills and depth of knowledge. Several respondents questioned the appropriateness of the indicative hours allocated, particularly for the History Project.

Respondents supported the removal of the synopsis and the *Source Book of Readings*, with some suggesting alternate ideas to support the delivery of the course, including providing models for how the course can be delivered to support an appropriate scope and depth of study.

The majority of respondents welcomed the reduction of the number of areas of debate required within the Case Study, as well as the inclusion of new Case Studies, particularly Cleopatra VII and the provision of Asia options. Some respondents commented on the need to refine selected areas of debate for clarity.

The majority of respondents supported the syllabus in meeting the needs of the diversity of learners, while noting that History Extension has higher expectations of students than the Ancient History and Modern History courses.

3 Key matters

Key matters	Actions
The need to review the nature of the History Project and how various components are weighted.	Refinements have been made to the specifications for the History Project, including the flexibility it provides.
A review of the Case Study topics and areas of debate.	The Case Study areas of debate have been refined to clarify the focus for teaching and learning.
The allocation of indicative hours to the three components of the course, and the implications for how the course is taught.	Indicative hours have been amended to more clearly reflect the integrated nature of the course.
A review of the HSC examination specifications, particularly in relation to the proposed use of the History Project in the examination.	The examination specifications will be confirmed in 2017.

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. Several respondents suggested amendments to the rationale.

Feedback affirming the rationale

Feedback	Sources
The rationale is clear and concise, capturing the distinctive nature of the subject in the curriculum.	AIS CSODBB DoE SCS Survey (x2)

Key matters and actions

Key matters	Sources	Actions
<p>A range of suggestions were provided to strengthen the rationale, including:</p> <ul style="list-style-type: none"> ● reference to the unique nature of History Extension ● differing perspectives ● the historiographical nature of the History Project ● how producers of history work ● the role of historians ● the development of empathetic understanding and research skills ● the use of the terms historiographical and historian. 	<p>AIS DoE Hurstville (CM) Penrith (CM) Submission 8 Survey (x5)</p>	<p>Some specific aspects of the rationale have been amended to better reflect the nature of the History Extension course.</p>

4.2 Aim

Summary

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

Feedback affirming the aim

Feedback	Sources
The proposed aim provides an appropriate statement of the overall purpose of the syllabus.	AIS CSODBB DoE

Key matters and actions

Key matters	Sources	Actions
The aim should be reviewed to ensure it reflects the nature of the course, for example: <ul style="list-style-type: none"> ● the use of 'historian' ● their role as producers of history ● the 'construction of history'. 	AIS DoE Penrith (CM) Submissions 8, 19 Survey (x4)	The aim has been reviewed and some aspects have been amended to better reflect the History Extension course.

4.3 Objectives

Summary

The majority of respondents affirmed the proposed objectives. Several respondents offered suggested changes and additions to the objectives.

Feedback affirming the objectives

Feedback	Sources
The objectives define in broad terms the knowledge, skills, understanding, values and attitudes to be developed through study of History Extension.	AIS CSODBB DoE Survey (x1)

Key matters and actions

Key matters	Sources	Actions
<p>The objectives should be strengthened, for example:</p> <ul style="list-style-type: none"> ● including reference to the issue of differing perspectives in 'Knowledge and Understanding' ● the critical assessment of sources ● historiographical inquiry ● the value of the development of research skills. 	SCS Submission 19 Survey (x3)	The objectives have been reviewed to provide a stronger link between the objectives, outcomes and content.

4.4 Outcomes

Summary

The majority of survey respondents strongly agreed or agreed that the outcomes are appropriate for the History Extension course. A number of respondents suggested more detailed elaboration of the outcomes including reference to perspectives, approaches to history and communication skills.

Feedback affirming the outcomes

Feedback	Sources
The outcomes are relevant and appropriate.	AIS CSODBB DoE HTANSW Survey (x1)

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"> greater elaboration of perspectives, approaches and purpose inclusion of the term 'historiography' a reference to communication skills. 	<p>AIS CSODBB Hurstville (CM) SCS Submissions 8, 19 Survey (x7)</p>	<p>The outcomes have been reviewed to ensure they describe clearly the knowledge, values and attitudes, and skills to be developed by studying this course.</p> <p>The outcomes are appropriate in their level of detail and have been retained.</p>

4.5 Course structure and requirements

Summary

The majority of respondents welcomed the retention of the current structure of the course.

Several respondents requested a review of the prescribed indicative hours. Respondents indicated that more flexibility is needed to address the Historiography and Case Study components, given the scope of content that is required to be covered.

Some respondents provided varied suggestions about amendments to the Key Questions, and the opportunity to integrate the ‘What are the historical debates?’ question across the course.

Respondents welcomed the change from five to three areas of debate for the Case Study. Some respondents requested clarification surrounding the requirement to investigate all three areas of debate within the selected Case Study.

Feedback affirming the course structure and requirements

Feedback	Sources
The retention of the current course structure is appropriate.	CSODBB HTANSW Submissions 1, 20 Survey (x1)
The reduction of the number of areas of debate in the Case Study will assist in ensuring depth of study.	Hurstville (CM) Submission 4 Survey (x2)

Key matters and actions

Key matters	Sources	Actions
A review of the indicative hours for the course is needed to provide greater flexibility with regard to the scope of content and how the course is delivered. The indicative hours for the History Project overemphasise its place in the course.	AIS BCC Beecroft (CM) DoE HTANSW Pagewood (CM) Penrith (CM) SCS Submission 8 Survey (x14)	Indicative hours have been amended to more clearly reflect the integrated nature of the course.
Modification to the graphic of the History Extension course is needed.	AIS BCC DoE Penrith (CM)	The course graphic has been amended to better illustrate the relationship between the sections of the course.
It needs to be made explicit that History Project topics should not be drawn from the Case Study topics/debates.	Hurstville (CM) Survey (x1)	The description of the History Project includes a statement that the topic of the project may be developed from a case study but must cover substantially different ground.
2500–3000 words for the History Project may be more appropriate than the current 2500 word limit.	AIS BCC SCS	This view was not supported further at consultation. The current length of the History Project has been retained.

4.6 Assessment

Summary

A significant number of respondents indicated that school-based assessment is well supported. Several respondents requested further guidance in relation to the assessment of various components of the History Project and for clarification about the nature of the History Project. A number of respondents suggested that the development of marking criteria for the History Project is needed.

Several respondents commented that the current 25% maximum limit on examination-based assessment should be reconsidered.

Varying views were expressed about the capping of assessment tasks to three tasks. Several respondents felt schools needed more flexibility in terms of numbers of tasks and their weighting.

The possibility of students being required to refer to their History Project in the HSC examination, given that some projects students undertake may not be relevant to a question asked, was raised and not supported.

Feedback affirming the information on assessment

Feedback	Sources
The reduced weighting of the History Project is a positive amendment.	Beecroft (CM) Submission 4 Survey (x5) Tamworth (CM)
The removal of the synopsis as a discrete component from the History Project is appropriate.	HTANSW Survey (x3)
School-based assessment requirements are appropriate and manageable.	AHISA AIS BCC HTANSW

Key matters and actions

Key matters	Sources	Actions
Detail surrounding the History Project needs to be clarified in order to better understand its focus on historiography or an original investigation, its use in the HSC examination, its weighting, and the assessment of various components.	AIS DoE HTANSW Pagewood (CM) Penrith (CM) SCS Submissions 4, 20 Survey (x15)	History Project requirements have been refined for clarity. The <i>Assessment and Reporting in History Extension</i> document will provide further information and clarification regarding assessment. Advice concerning school-based assessment will be published in 2017. The examination specifications will be confirmed in 2017.
The instructions provided about what students should do when conducting their investigation for the History Project need further review.	Beecroft (CM) CSODBB HTANSW Penrith (CM) SCS	
Further clarification is required regarding school-based assessment, including the proposal that one task may be a formal written examination and the weighting of tasks.	HTANSW SCS Submissions 1, 4 Survey (x2)	
As the History Project is internally marked, marking guidelines, criteria and samples should be provided to ensure some consistency across schools.	AIS Beecroft (CM) CSODBB HTANSW SCS Submissions 4, 8 Survey (x7)	

4.7 Content

Summary

The majority of respondents commented that the content of the course is engaging, meaningful and accessible. Respondents were supportive of the academic rigour of the course being maintained. Some respondents requested clarification in relation to the change from 'What is History?' to 'Historiography'.

The new Case Studies were positively received, with several respondents noting that further review of specific aspects of the Case Studies is needed. Many respondents provided varying suggestions about other possible Case Studies and areas of debate, such as the retention of 'The origins and early development of American democracy' and 'Martin Luther', and the addition of 'Freedom and repression in first-century Judea', 'Lady Fu Hao', and 'The Indian Mutiny'. Some respondents indicated the need to consider the comparability of the Case Studies and the scope they provide to engage with historiography.

Respondents indicated that instructions provided about the History Project would benefit from further review.

Feedback affirming content

Feedback	Sources
The refinement and updating of the Key Questions is appropriate.	Beecroft (CM) SCS
The new Case Studies are, for the most part, interesting and allow for meaningful historiographical investigation.	Beecroft (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submission 17 Survey (x31) Tamworth (CM)
The removal of the <i>Source Book of Readings</i> is appropriate.	Pagewood (CM) Submission 17 Survey (x3)

Key matters and actions

Key matters	Sources	Actions
Review of content is recommended in relation to some Case Studies.	AIS Beecroft (CM) CSODBB JBD Submissions 3, 5–6, 8, 10–12, 15, 18, 21–22 Survey (x10)	Case Study options have been reviewed and amended as appropriate.
Some Case Studies should be reinstated, such as 'The origins and early development of American Democracy' and 'Martin Luther'.	Submissions 5–6, 8, 10–12, 15, 18, 21–22 Survey (x2)	The list of Case Studies provides opportunity to study familiar areas while providing new Case Study areas.
A wide range of alternate Case Studies were suggested for inclusion.	AIS JBD NSWTF Submissions 1, 3, 9, 19–20 Survey (x2)	The list of Case Studies has been reviewed for relevance, balance and scope for engaging with historiography. The set of Case Studies provides opportunity to study a range of areas – ancient, medieval, Asian, modern and Australian.
Clarification regarding whether the History Project should be an original investigation or have a historiographical focus is needed.	HTANSW Penrith (CM)	The description of the intent of the History Project has been amended to make clear the flexibility with regard to the focus of the project.

4.8 Learning across the curriculum

Summary

The majority of respondents agreed that, given the nature of the course, there were genuine opportunities for learning across the curriculum. Some respondents recommended further refinement of the Asia Case Studies.

Feedback affirming Learning across the curriculum

Feedback	Sources
The inclusion of Learning across the curriculum content is appropriate.	DoE SCS
The inclusion of a range of Asia Case Studies is a positive step forward.	AETA Survey (x3)
Opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures are authentic and appropriate.	Aboriginal Ed CSODBB SCS Survey (x27)

Key matters and actions

Key matters	Sources	Actions
Greater opportunities for students to engage with Aboriginal and Torres Strait Islander histories and cultures, as well as Asia are needed.	Aboriginal Ed AETA AIS CSODBB SCS	Learning across the curriculum icons have been included for content including areas of debate in the Case Study as relevant, to more clearly indicate the opportunities available.
The Learning across the curriculum statement relating to sustainability needs to be reviewed.	BCC DoE	The statement has been adjusted to better reflect the nature of sustainability in relation to the study of history.

4.9 Diversity of learners

Summary

The majority of respondents commented that the nature of the History Project provides opportunities to cater for the diversity of learners.

Several respondents noted that History Extension is specifically designed to extend students beyond the Ancient History and Modern History courses.

Feedback about the diversity of learners

Feedback	Sources
The syllabus meets the needs of the diversity of learners.	Survey (x30)

Key matters and actions

Key matters	Sources	Actions
The opportunity to make adjustments to content should be explicitly stated.	AIS	Opportunities for adjustments will be considered in the development of support materials for the syllabus.

4.10 Other comments

Summary

Respondents found the syllabus to be clear, meaningful, relevant and well developed, with interesting content and Case Study options. There was significant support for the implementation of the syllabus within an appropriate time frame to allow for programming and development of resources.

Feedback affirming the draft syllabus

Feedback	Sources
The draft syllabus as a whole represents some key improvements on the current syllabus.	HTANSW SCS

Key matters raised and actions

Key matters raised	Sources	Actions
<p>Implementation Clear advice on an implementation schedule is needed to facilitate school planning. There should be an opportunity to implement the new History Extension course in 2018.</p>	SCS Submissions 1, 7	The implementation schedule will be negotiated and announced following approval of the new syllabuses.
<p>Support materials Support materials are needed to assist with the implementation of the new syllabus.</p> <p>Suggestions included the development of an online, regularly updated <i>Source Book of Readings</i> or a recommended list of historians and other resources to better guide teachers new to the subject and to keep pace with the contemporary nature of the course.</p>	Hurstville (CM) Penrith (CM) SCS Submission 7 Survey (x2)	A range of initial materials will be provided to support initial implementation of the new History Extension syllabus.

Key matters raised	Sources	Actions
<p>The requirements relating to the administration and the assessment of the History Project need to be reviewed and clarified, including:</p> <ul style="list-style-type: none"> • a timeline relating to the development stages of the essay • the sign-off by the Head of Department • the History Project being externally assessed. 	<p>AIS CSODBB NSWTF Pagewood (CM) Submissions 4, 8, 20 Survey (x6) Tamworth (CM)</p>	<p>The <i>Assessment and Reporting in History Extension</i> document and other materials will be reviewed. Additional advice about the administration and assessment of the History Project will be considered for support materials.</p>
<p>A glossary specific to the History Extension course should be developed.</p>	<p>DoE Survey (x5)</p>	<p>There will be a History glossary. Glossary terms in the syllabus will be linked to a definition.</p>

4.11 Student voice

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

- motivations for choosing to study History Extension
- 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 History in Stage 4 and Stage 5, and the desire to further their knowledge.

The flexibility of the current History Extension course was a strong motivator for subject selection, with students enjoying the opportunity to explore an area of historical interest of their own choice.

In regards to assessment, students indicated that research tasks provided them with a better opportunity to develop and demonstrate their understanding of the historical process, as opposed to other forms of assessment. Students identified the number of assessment tasks they are required to currently complete at any given time as an area that needs to be reviewed. A reduction in the number of tasks was supported.

Feedback from student voice on History Extension

Feedback	Sources
Positive learning experiences in Stage 4 and Stage 5 encouraged students to study History in Stage 6, including History Extension.	Griffith (SV) Pagewood (SV) Tamworth (SV) Wollongong (SV)
The History Extension course provides students with flexibility to pursue their own investigation as part of the History Project.	Griffith (SV) Wollongong (SV)
Take-home tasks are preferred over formal examination/in class tasks.	Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (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
Aim and rationale					
1. The rationale describes the nature and purpose of the course in the curriculum.	40	35%	60%	5%	0%
2. The aim provides a succinct statement of the overall purpose of the course.	40	23%	73%	5%	0%
Objectives					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	39	18%	80%	3%	0%
Outcomes					
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.	38	18%	76%	5%	0%
Course structure					
5. The course structure and requirements are clear, manageable and appropriate.	39	13%	51%	26%	10%
School-based assessment					
6. The school-based assessment requirements are manageable.	39	13%	64%	15%	8%
7. The school-based assessment requirements provide opportunities for students to develop and demonstrate their learning.	38	21%	66%	11%	3%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
HSC assessment					
8. Please comment on the HSC examination specifications.	32	22%	56%	19%	3%
Content					
9. The content describes the scope and depth of learning.	36	17%	61%	14%	8%
Learning across the curriculum					
10. 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.	36	14%	72%	11%	3%
Topics					
11. The content related to historiography is appropriate.	37	30%	57%	5%	8%
12. The Case Studies are contemporary and relevant, including those relating to the new section on Asia.	36	25%	50%	22%	3%
13. The areas of debate identified within Case Studies are appropriate and provide scope to engage with historiography.	38	29%	53%	13%	5%
14. The change from five to three areas of debate in each Case Study is appropriate.	38	55%	40%	3%	3%
15. The components and content of the History Project are clear and appropriate.	35	23%	46%	29%	3%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
Diversity of learners 16. The syllabus meets the needs of the diversity of learners.	35	20%	66%	11%	3%

6 Respondents

6.1 Consultation meetings

Board Curriculum Committee consultation meeting at NESAs 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 Tuttocuore	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

Location	Date (2016)	Number of attendees
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

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

45 responses

Respondents	Number of respondents
Academic	0
Parent	1
Pre-service teacher	1
Principal	0
School executive	1
School faculty/department	13
Teacher	30
Student	1
Other	0

Respondents identified as	Number of respondents
An Aboriginal person	2
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	0
Not an Aboriginal and/or Torres Strait Islander person	43

Sector	Number of respondents
Government	16
Catholic	4
Independent	24
Non-school based	1

Area of NSW	Number of respondents
Metropolitan	38
Regional	7

Number of people contributing to the survey	Number of respondents
1	25
2–5	14
6 or more	6

6.3 Written submissions

Organisations, groups and individuals	Code
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 Christian Lobby	ACL
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
Macquarie University - History faculty	Submission 3
SHORE School	Submission 4
Southern Cross Baptist School	Submission 5
Southern Cross Educational Enterprises	Submission 6
Southern Cross School of Distance Education	Submission 7
St Pius X College Chatswood	Submission 8
Individual respondent	Submission 9
Individual respondent	Submission 10
Individual respondent	Submission 11
Individual respondent	Submission 12
Individual respondent	Submission 13
Individual respondent	Submission 14
Individual respondent	Submission 15
Individual respondent	Submission 16
Individual respondent	Submission 17
Individual respondent	Submission 18
Individual respondent	Submission 19

Organisations, groups and individuals	Code
Individual respondent	Submission 20
Individual respondent	Submission 21
Individual respondent	Submission 22