



**Modern 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 *Modern 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 NSW Education Standards Authority (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 *Modern 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, 256 responses to an online survey and 52 written submissions.

Consultation on the *Modern 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.

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

Several respondents affirmed the concept of 'Power and Authority in the Modern World', with the majority of respondents questioning the scope of content, the coherence of the topic, and the implications for topic selection in the other three sections of the course. A range of suggestions were made relating to amendments to content, and other possible areas of study.

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 'National Studies' component 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 a diversity of learners, including Life Skills, and welcomed the alignment of the Life Skills outcomes and content. Some respondents commented on the need to review the scope of content within the syllabus.

3 Key matters

Key matters	Actions
<p>A review the Modern History Core Study, 'Power and Authority in the Modern World' for depth and coherence is needed.</p>	<p>The Core has been reviewed, retaining the concept of 'Power and Authority', with:</p> <ul style="list-style-type: none"> ● reduction of the non-examinable content ● amendment to the study of Germany within a transnational context ● removal of the '20th-Century Study in Power and Authority' for depth of study.
<p>The Eurocentric pathway which may be followed through the syllabus.</p>	<p>Course requirements have been amended to ensure students are offered a broader study of Modern History through a mandated non-European/Western study.</p>
<p>The scope of content in the course.</p>	<p>The scope of content has been reviewed, with amendments made.</p> <p>Indicative time allocations have been provided to clarify the depth of study within the 'Survey' and 'Focus of Study' sections of topics.</p>
<p>The appropriateness of specific aspects of the internal assessment and examination requirements, including the proposal to internally assess the 'National Studies' section of the syllabus.</p>	<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"> ● The option of a Year 12 formal written examination assessment task will specify a maximum weighting of 30%. ● Extended response questions will be retained. ● The <i>Assessment and Reporting in Modern History</i> document will provide further clarification.

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. There was some indication that the intentions of the rationale were not clearly reflected in the framework and content of the course.

Feedback affirming the rationale

Feedback	Sources
The rationale is clear and concise and captures the distinctive nature of the subject in the curriculum.	ACS AHISA AIS Beecroft (CM) CSODBB Griffith (CM) HCNSW HTANSW Hurstville (CM) JBD NSWTF Pagewood (CM) Penrith (CM) SCS Submissions 3–4, 20, 27 Survey (x8) Wollongong (CM)

Key matters and actions

Key matters	Sources	Actions
The rationale should be strengthened to better capture the nature of the course with reference to: <ul style="list-style-type: none"> the progression from Stage 5 History economic factors as motivations and actions of individuals and groups key historical concepts the significance of individuals the 'weighing' of evidence. 	AIS DoE HTANSW Penrith (CM) Submissions 5–6, 11, 16–18, 20–21, 23, 29, 33, 38 Survey (x2)	The rationale has been reviewed for clarity, to ensure there is a progression of skills development, and to reflect the nature and purpose of the Modern History course.

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 a succinct statement of the overall purpose of the syllabus.	AIS CSODBB DoE HTANSW SCS Submissions 3–4, 27 Survey (x5)

Key matters and actions

Key matters	Sources	Actions
The aim should be reviewed to more closely reflect the study of Modern History.	AHISA HTA SCS Submissions 4, 8	Some aspects of the aim have been amended to better reflect the Modern History 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, understanding, skills, values and attitudes to be developed through study of the courses.	AIS CSODBB SCS Submissions 3–4, 27 Survey (x7)

Key matters and actions

Key matters	Sources	Actions
Amendment of the objectives is needed in order to provide better direction to teachers, clearly define historical concepts and clarify the nature of 'relevant problems and issues'.	AIS DoE Submissions 6, 11, 16–18, 20, 23, 27, 29, 38 Survey (x8)	The objectives have been reviewed to increase clarity and to better relate to the course.

4.4 Outcomes

Summary

The majority of survey respondents strongly agreed or agreed that the outcomes are appropriate for the Modern History course. A number of respondents provided feedback that the outcomes are repetitive of Stage 5 and do not show sufficient development from Year 11 to Year 12. Some respondents also noted that empathetic understanding should be included as a skill.

Feedback affirming the outcomes

Feedback	Sources
The outcomes are relevant and appropriate.	DoE NSWTF SCS Survey (x5)

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"> the increased levels of skill and historical depth that are required in Year 11 and Year 12 the inclusion of change and continuity in the Year 11 outcomes clarification of the term 'prioritising'. 	<p>AIS CSODBB HTANSW Hurstville (CM) Pagewood (CM) SCS Submissions 3–4, 6, 8, 11, 13, 16– 18, 20, 23, 27, 29, 33, 38 Survey (x13)</p>	<p>The outcomes have been amended for clarity, and to ensure there is a clearer progression from Stage 5 to Year 11 and Year 12.</p>

4.5 Course structure and requirements

Summary

While the majority of respondents noted that the course structure was clear, they indicated that the course requirements could benefit from further review. Several respondents commented that the course could provide a broader variety of topic options.

There were a wide range of views about the conceptualisation of Modern History with some respondents requesting additional topics of a more transnational nature. This was not further supported in consultation. Several respondents noted the need to ensure that the course does not have an overly militarised focus, particularly in Year 12.

The Year 11 course was seen to have potential for encouraging a wide-ranging understanding of the subject. The studies within the 'Investigating Modern History' section were seen to be exciting and engaging for students. Suggestions were made either to reduce the minimum number of units studied in the Year 11 course or to reduce the scope of content. The retention of the 'Historical Investigation' was welcomed and was considered to be both engaging for students and providing a background for students who wish to consider History Extension.

The majority of respondents questioned the proposal that three rather than four course sections be examined in the HSC examination. Respondents noted a potential risk that the teaching of the National Study may be diminished with the proposal to reserve it for school-based assessment.

Respondents expressed the view that the content in the Core Study has implications for the selection of topics in the other three course sections, with schools potentially opting to offer the German National Study, therefore leading to a Eurocentric study of Modern History. Several respondents suggested removing 'Germany 1914–1933' from the 'National Studies' section of the draft syllabus. A requirement for a Year 12 topic to be drawn from a non-European area of study was suggested by several respondents.

The majority of respondents agreed that the proposed Core Study does not provide a clear enough link to other sections of the course in its current form.

Feedback affirming the course structure and requirements

Feedback	Sources
Support for the course structure and requirements	NSWTF Survey (x8)
<p>The Year 11 course was seen to:</p> <ul style="list-style-type: none"> ● have the potential to engage students ● encourage flexibility with the retention of the 'Historical Investigation' ● provide a broad understanding of the modern world with the inclusion of the course section, 'The Shaping of the Modern World' ● promote the development of concepts that underlie the Year 12 course ● emphasise the concept of change over time. 	BCC HTANSW Submissions 1, 12, 20 Survey (x4)

Key matters and actions

Key matters	Sources	Actions
The scope of content should be reviewed.	ACS AHISA HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 5, 32 Survey (x34) Tamworth (CM)	The course requirements have been amended to indicate the opportunity to integrate content within the Year 11 course. The minimum number of studies required in the 'Investigating Modern History' section of the course has been revised.
The Core Study may encourage a Eurocentric focus, having the potential to impact on the selection of subsequent topics.	AETA AHISA BCC Beecroft (CM) CSODBB DoE Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 4, 8, 12–13, 19, 22, 28, 32, 35 Survey (x6) Wollongong (CM)	The Core has been amended to include study of Germany within a broader transnational context. Course requirements have been amended to provide students with a broader study of Modern History, through the requirement to undertake a non-European/Western study in Year 12.
The overall course structure should not create a militarised focus on modern history at the expense of social history.	AIS BCC CSODBB DoE Submissions 11, 13, 28 Survey (x8)	Opportunities exist to select a range of studies in Year 11 and Year 12, which incorporate social history. The Core Study includes content relating to the social and cultural impact of dictatorship.
The removal of Germany 1914–1933 as a National Study will ensure students do not receive an unfair advantage and may promote wider learning opportunities.	AIS CSODBB Submissions 5, 11, 20, 27	Germany 1914–1933 has been removed as a National Study.

4.6 Assessment

Summary

Respondents indicated that more detailed assessment 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. Several respondents commented on the apparent lack of a formal essay in the examination. Extended responses were not seen by some respondents to be clearly defined as formal essays.

While most respondents welcomed the reduction in the number of assessment tasks, they questioned the appropriateness of the proposed school-based assessment requirements in terms of the flexibility to weight tasks progressively, and the increased weighting of each task.

A number of respondents expressed the view that the option to develop one formal written examination as an assessment task limited the opportunity for students to be familiar with the style of formal written examinations.

Feedback affirming the information on assessment

Feedback	Sources
Reducing the number of formal assessments is welcomed.	AHISA CSODBB NSWTF Penrith (CM) Submissions 1, 4, 8, 20 Survey (x13)

Key matters and actions

Key matters	Sources	Actions
Clarification is needed on the form and structure of internal assessment and the HSC examination, including the length of the HSC examination.	ACS AHISA AIS BCC Beecroft (CM) Griffith (CM) HTANSW Hurstville (CM) NSWTF Pagewood (CM) Penrith (CM) Submissions 1, 3–5, 8, 12–13, 20, 32, 36 Survey (x10) Wollongong (CM)	The <i>Assessment and Reporting in Modern History</i> document will provide clarification. Advice concerning assessment will be published in 2017.
It is unclear whether a formal history essay will be required in the HSC examination.	AHISA Hurstville (CM) SCS Submissions 4–5, 8, 12–13, 32, 36 Survey (x27)	The extended response is an essay style response, consistent with current practice.
Further clarification is required regarding school-based assessment, including the proposal that one task may be a formal written examination and the scope to progressively weight tasks.	AIS CSODBB NSWTF Penrith (CM) Submissions 1, 5, 13, 36 Survey (x7)	The <i>Assessment and Reporting in Modern History</i> document will provide clarification. Advice concerning assessment will be published in 2017.
The National Study to be assessed internally rather than being examined in the HSC may lead to this section being devalued.	AIS Beecroft (CM) CSODBB Griffith (CM) Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 1, 3–5, 8, 11, 13, 36 Survey (x31) Tamworth (CM)	Finalisation of the examination specifications will occur in 2017.
The 'Change in the Modern World' section would better suit the non-examinable part of the HSC course.	AIS DoE Submission 11 Survey (x1)	

4.7 Content

Summary

The content in the Year 11 course was seen by the majority of respondents as providing an interesting and thoughtful foundation to the Modern History course. Several respondents indicated that the flexibility to integrate particular components of the Year 11 course would support depth of study.

Respondents commented that the scope of content in the Year 12 course needs to be reviewed; however there were differing points of view about how this might be achieved. The suggestions provided focused on the Core Study. Suggestions included reducing the non-examinable overview, eliminating the '20th-Century Study in Power and Authority' section of the Core, and consideration of a more clearly defined focus for the Core Study.

Several respondents questioned the inclusion of a personality study within the Core, with respondents noting that it was not clearly related to the main focus of study, and would require additional contextual content. Furthermore, it was seen that an optional element within the Core would not provide enough of a common basis.

Several respondents were supportive of the proposed Core Study, 'Power and Authority in the Modern World'. A number of respondents expressed the view that any Core needs to have significance on a broad scale. Several wide-ranging suggestions were made for an alternate Core, such as World War II, international relations between the wars and the Cold War.

The proposed new topics in the course were seen by several respondents as providing interesting areas for historical study. The limited number of prominent women available for study within the course was noted. Some respondents suggested the inclusion of a broad range of additional topics, such as 'The Struggle for Peace in the Middle East', options relating to South America, and the re-inclusion of 'Anglo-Irish Relations 1968–1998'. Some respondents commented that the topics within the 'Peace and Conflict' and 'Change in the Modern World' sections needed further review and refinement.

Some respondents provided suggestions about content within topics relating to, for example, specific political, economic and religious influences. These suggested inclusions were analysed and, where appropriate, included to enhance the topic content, however the level of specificity of the majority of the suggested inclusions was considered to be more suited to teaching and learning programs.

Feedback affirming content

Feedback	Sources
The proposed content is appropriate.	ACS AHISA AIS Beecroft (CM) Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Wollongong (CM)
Opportunities to develop own case studies is welcomed.	CSODBB HTANSW Submissions 12, 32 Survey (x9)
The 'Historical Investigation' is a valuable course component.	AIS CSODBB HTANSW NSWTF SCS Submissions 1, 4, 11, 12, 20, 27, 32 Survey (x8)
The theme of 'Power and Authority' is highly relevant to students' understanding of Modern History.	NSWTF Submissions 4, 5, 20, 27, 35
The inclusion of 'Historical Concepts and Skills' and their integration is supported.	AIS HCNSW Submission 20 Survey (x3)

Key matters and actions

Key matters	Sources	Actions
The 'Historical Concepts and Skills' need to be reviewed to remove unnecessary complexity.	HTANSW SCS Submissions 13, 20, 27	The 'Historical Concepts and Skills' have been reviewed and amended in conjunction with the outcomes and content.
The scope of content within the course limits the depth of study possible.	ACS AHISA AIS Beecroft (CM) CSODBB Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 3, 5, 11, 32 Survey (x13) Tamworth (CM) Wollongong (CM)	Amendments have been made to reduce content to allow for greater depth of study. Specific instruction has been made to allow for the integration of areas of study within the 'Investigating Modern History' section of the course in Year 11. In Year 12, content has been organised into 'Survey' and 'Focus of Study' components with indicative time allocations to clarify the depth of study.
The breadth of content in the Core Study limits depth of knowledge, particularly with the inclusion of the '20th-Century Study in Power and Authority'.	AHISA AIS BCC CSODBB HTANSW Pagewood (CM) SCS Submissions 1, 3–5, 8, 11, 13, 32, 36, 37 Survey (x27) Tamworth (CM)	The Core has been amended to reduce content for depth of study. The '20th-Century Study in Power and Authority' has been removed. The Core has been amended to include a broader and more coherent transnational context within which Germany is studied.
Topic options within the 'National Studies', 'Peace and Conflict' and 'Change in the Modern World' sections require review.	CSODBB DoE Submissions 4, 8, 11–13, 28, 36–37	Specific topics have been reviewed in order to ensure greater comparability between areas of study. The scope of content has been reviewed in the 'Change in the Modern World' section, including refocusing of the topics on the key features of the period to be studied.

Key matters	Sources	Actions
The potential for overlap with Stage 5 needs to be addressed.	AHISA AIS CSODDB HTANSW Hurstville (CM) SCS Submissions 3, 4, 8, 11, 13 Survey (x14) Tamworth (CM)	Case study and topic options have been reviewed for overlap of content. There is flexibility to cover some topic areas in either Stage 5 or Stage 6 through programming at the school level, noting that such topics typically have different emphases.
Some content requires refinement and clarification.	AIS Beecroft (CM) JBD Pagewood (CM) Submissions 5, 11–12, 14–17, 20, 28, 30–31, 35–36, 39	Topic options have been amended for clarity and consistency.
Alternate topics in various sections should be considered, including the Core Study.	AIS Beecroft (CM) DoE Griffith (CM) Hurstville (CM) Pagewood (CM) Submissions 4–5, 8, 11, 15, 28, 30–32, 34–35, 39 Tamworth (CM)	A national study on India has been re-included in the Year 12 course, with a revised time period to avoid overlap with Year 11 Modern History and History Extension.
The removal of some topics from the syllabus needs to be reviewed.	Beecroft (CM) CSODDB HTANSW JBD NSWTF Submission 5, 35	The course structure provides a broad scope of topics and content for study.

4.8 Learning across the curriculum

Summary

The majority of respondents commented that the Learning across the curriculum statements and identification of relevant content was appropriate.

There were a range of matters regarding the representation of content related to Aboriginal and Torres Strait Islander histories and cultures. Some respondents noted that the proposed content for the ‘People who changed Australia’ case study did not sufficiently differentiate between content in Stage 5 History. Some respondents suggested the need to consider other possibilities in relation to Aboriginal and Torres Strait Islander histories and cultures content.

Several respondents noted that the Year 11 course provided greater opportunities to engage in Aboriginal and Torres Strait Islander histories and cultures and Asia history. Several respondents made the suggestion that a non-European/Western study be required in Year 12, in order to provide students with the opportunity to explore a broader range of histories.

Some respondents commented on the opportunity to further refine the Learning across the curriculum content within the syllabus, particularly Aboriginal and Torres Strait Islander histories and cultures and Asia history.

Feedback affirming Learning across the curriculum

Feedback	Sources
The syllabus provides opportunities for students to develop their understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures.	Aboriginal Ed Beecroft (CM) Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Wollongong (CM)
The syllabus provides opportunities for the Learning across the curriculum content to be addressed in relevant and authentic ways.	Aboriginal Ed HCNSW Submission 3

Key matters and actions

Key matters	Sources	Actions
<p>The potential exists to represent Aboriginal and Torres Strait Islander histories and cultures differently in the syllabus. There is considerable overlap with what is proposed with Stage 5 History.</p>	<p>AIS Beecroft (CM) CSODBB Griffith (CM) Hurstville (CM) Pagewood (CM) SCS Submissions 3–4, 8, 30–31, 39 Survey (x7) Wollongong (CM)</p>	<p>Content relating to Aboriginal and Torres Strait Islander histories and cultures has been reviewed and refined to further differentiate content from Stage 5.</p> <p>The alignment of Learning across the curriculum icons to particular content has been reviewed.</p>
<p>Additional opportunities should be explored relating to Asia histories.</p>	<p>AETA AIS CSODBB HTANSW Submissions 4– 5, 22, 35</p>	<p>A broad range of topic options relating to Asia have been included in the Modern History and History Extension courses.</p> <p>A revised national study topic, 'India 1942–1984' has been developed.</p>

4.9 Diversity of learners, including Life Skills

Summary

The majority of respondents commented that the content and concepts of the course were suited to the diversity of learners. Respondents acknowledged that there are several opportunities within the course, such as the ‘Historical Investigation’, to extend students in their learning.

Respondents generally agreed that the Modern History Life Skills course 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 Modern 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.

Some respondents commented that a general course of study in Modern History would be welcomed.

Feedback about the diversity of learners and Life Skills outcomes and content

Feedback	Sources
The Modern History Life Skills course is appropriate.	CSODBB Submissions 3–4 Survey (x2)
The syllabus has the potential to cater for the needs of a diversity of learners.	DoE Submission 3
The alignment of the Modern History course and the Modern History Life Skills course is appropriate and demonstrates inclusion. The table of related outcomes is a useful representation of the alignment between the Modern History Life Skills and the Modern History outcomes.	AASE AIS CEDOW DoE NSWTF Special Ed Submission 10
The Learning across the curriculum content within the Modern 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
The scope of content may not allow access for the diverse range of students.	AASE AIS Beecroft (CM) CSODBB Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Submissions 4, 8, 13 Survey (x5) Wollongong (CM)	The course requirements and scope of content of the Modern History and Modern History Life Skills courses has been amended to allow accessibility for the diversity of learners.
Diversity of learners The statements 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.
Alignment The progression from Years 7–10 History Life Skills into Modern History Life Skills needs to be strengthened.	AASE Special Ed	The outcomes and content of the Modern History Life Skills course have been reviewed to ensure progression from Years 7–10 History Life Skills.
The relationship between the Modern History course and the Modern History Life Skills course requires clarification.	AIS DoE	The Modern History rationale and learning pathways diagram have been reviewed to appropriately reflect the status of Modern History Life Skills within the Stage 6 curriculum.
Outcomes and content 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 Modern History Life Skills outcomes and the scope and progression of outcomes and content have been reviewed to cater for the range of students for whom Life Skills is appropriate.
Modern 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)	Modern History Life Skills outcomes and content have been reviewed and amended for appropriateness and relevance.

Key matters	Sources	Actions
The Life Skills Historical Concepts and Skills and examples of sources are not clearly relevant or achievable.	NSWTF Special Ed	Life Skills content has been reviewed and refined to clarify its relevance and a more appropriate level of demand.
Information and advice Advice is needed in the regular syllabuses regarding eligibility, collaborative planning and accessing a combination of the Life Skills courses and the regular courses.	AIS CEDOW DoE NSWTF	Advice on the NESA website regarding planning, programming and assessment will be reviewed.
Assessment and reporting More information regarding the assessment and reporting of Life Skills 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.	AIS DoE NSWTF Submission 10 Survey (x1)	Assessment and reporting advice in relation to students with special education needs, including students undertaking Life Skills courses, will be reviewed.
Support materials 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.	AIS CEDOW DoE Special Ed Submission 10	Support materials and sample units of work will be developed to illustrate appropriate and meaningful teaching, learning and assessment opportunities for students.

4.10 Other comments

Summary

Respondents noted that the syllabus is clear and relevant with interesting topics. Many respondents commented on the need to ensure the course supports equity and manageability.

Several respondents noted the importance of implementation support, requesting appropriate time to develop learning materials.

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 provides a basis for developing the final syllabus.	ACS AHISA Beecroft (CM) Griffith (CM) HTANSW Hurstville (CM) Pagewood (CM) Penrith (CM) Wollongong (CM)

Key matters raised and actions

Key matters raised	Sources	Actions
There needs to be development of professional learning opportunities, sample assessment and support materials.	ACS AHISA ACS Beecroft (CM) CSODBB DOE Griffith (CM) HTANSW Hurstville (CM) NSWTF Pagewood (CM) Penrith (CM) Submissions 3–4, 8, 20 Wollongong (CM)	A range of materials will be provided to support initial implementation of the new Modern History syllabus.

Key matters raised	Sources	Actions
The opportunity to include more women's history should be considered.	AIS Survey (x14)	The study of the experiences of women has been strengthened within the syllabus, for example in the Core and the new India national study.

4.11 Student voice

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

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

Summary

Student comments were focused on their reasons for selecting to study Stage 6 History subjects 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 regards to assessment, students noted 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 Modern History

Feedback	Sources
<p>Value of the study of Modern History Students recognised:</p> <ul style="list-style-type: none"> ● the relevance of Stage 6 Modern History to other subjects and post-schooling opportunities ● the significance of Stage 6 Modern History in better understanding our world today. 	Griffith (SV) Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (SV)
<p>Content Students expressed an interest in:</p> <ul style="list-style-type: none"> ● the Historical Investigation and the opportunity to develop their own area of study ● further studies of social history, cultures and ideas in Modern History ● the study of people ● study beyond wars and conflict, which can be repetitive ● history beyond Australia. 	Griffith (SV) Pagewood (SV) Penrith (SV) Tamworth (SV) Wollongong (SV)
<p>Assessment Students commented on:</p> <ul style="list-style-type: none"> ● the preference for take-home tasks over formal examination/in-class tasks ● the possible lack of focus placed on lower weighted tasks by students. 	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.	207	21%	75%	4%	1%
2. The aim provides a succinct statement of the overall purpose of the course.	206	21%	76%	2%	1%
Objectives					
3. The objectives define the intended learning and the knowledge, understanding, skills, values and attitudes to be developed through study of the course.	202	23%	69%	6%	2%
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.	197	17%	72%	9%	3%
5. The outcomes provide an appropriate continuum of learning from Stage 5 to Stage 6.	201	16%	68%	13%	3%
Course structure					
6. The course structure and requirements are clear, manageable and appropriate.	194	9%	44%	28%	19%
School-based assessment					
7. The school-based assessment requirements are manageable.	190	15%	64%	15%	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.	189	13%	65%	19%	4%
HSC assessment					
9. Please comment on the HSC examination specifications.	147	5%	46%	27%	23%
Content					
10. The content describes the scope and depth of learning.	179	10%	67%	16%	7%
11. The content of the Modern History Core topic is relevant and appropriate.	174	8%	31%	31%	31%
Learning across the curriculum					
12. 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.	179	8%	55%	26%	11%
Topics					
13. The Investigating Modern History section provides a range of relevant and flexible studies as an introduction to the course.	168	17%	56%	23%	4%
14. The studies build on and complement Stage 5 History and provide flexibility for programming.	167	13%	50%	32%	5%
15. The Historical Investigation is appropriate in its approach and content.	172	27%	65%	8%	1%
16. The Historical Concepts and Skills are appropriate and support depth of study.	171	14%	80%	5%	1%

Survey item	Number of responses	Strongly agree	Agree	Disagree	Strongly disagree
17. The structure of the Modern History Core provides students with necessary background knowledge while supporting depth of study.	165	7%	36%	32%	25%
18. The course topics and content are contemporary and relevant.	168	11%	44%	30%	16%
19. There are appropriate opportunities to study Asian and Pacific history topics and content.	168	14%	63%	17%	6%
20. The topics have appropriate emphases and are clearly and logically structured.	168	11%	46%	29%	14%
Diversity of learners					
21. The syllabus meets the needs of the diversity of learners.	168	8%	51%	30%	11%
Life Skills					
22. The alignment of the course structure and the Life Skills outcomes and content is appropriate.	159	8%	82%	8%	2%
23. The relationship between the course objectives and the Life Skills outcomes is appropriate.	158	8%	84%	7%	2%
24. The Life Skills outcomes and content provide scope for developing programs for students with special education needs.	160	9%	83%	6%	3%
25. The Life Skills outcomes provide the basis for assessing and reporting student achievement.	157	8%	85%	5%	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

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

256 responses

Respondents	Number of respondents
Academic	7
Parent	12
Pre-service teacher	35
Principal	1
School executive	28
School faculty/department	26
Teacher	150
Student	8
Other	12

Respondents identified as	Number of respondents
An Aboriginal person	2
A Torres Strait Islander person	0
An Aboriginal and Torres Strait Islander person	1
Not an Aboriginal and/or Torres Strait Islander person	253

Sector	Number of respondents
Government	112
Catholic	63
Independent	60
Non-school based	21

Area of NSW	Number of respondents
Metropolitan	199
Regional	57

Number of people contributing to the survey	Number of respondents
1	201
2–5	35
6 or more	20

6.3 Written submissions

Organisations, groups and individuals	Code
Asia Education Teachers Association	AETA
Association of Heads of Independent Schools of Australia 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
History Council of NSW	HCNSW
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
NSW Distance Education History Network	Submission 4
SHORE School	Submission 5
Southern Cross Baptist School	Submission 6
Southern Cross Educational Enterprises	Submission 7
Southern Cross School Distance Education	Submission 8
Southern Cross School Distance Education - History Faculty	Submission 9
St Ignatius College, Riverview	Submission 10
St Pius X College Chatswood	Submission 11
Sydney Grammar School	Submission 12
Tuggerah Lakes Secondary College	Submission 13
Individual respondent	Submission 14
Individual respondent	Submission 15
Individual respondent	Submission 16

Organisations, groups and individuals	Code
Individual respondent	Submission 17
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
Individual respondent	Submission 36
Individual respondent	Submission 37
Individual respondent	Submission 38
Individual respondent	Submission 39