

# Consultation Survey for EBE NSW Members for the NSW Curriculum Review Interim Report

\*Required

**Professor Geoff Masters, CEO of the Australian Council for Educational Research, is leading the review.**



<http://youtube.com/watch?v=aa7PxP9BWkg>

## **The NSW Curriculum Review Interim Report has been released.**

Public consultation is open until 13 December 2019.

The NSW school curriculum is under review. This is the first comprehensive review of the whole curriculum since 1989, and aims to ensure our education system is preparing students for the challenges and opportunities of the 21st century.

As teachers of Commerce, Economics, Legal Studies and Business Studies, EBE NSW want to focus on the role these subjects will have in our curriculum and how they can prepare our students for the 21st century. The following questions are adapted from the NSW Curriculum Review resources, including Conversation Starters and the Interim Report Consultation Workbook.

Find out more about the Review

here: <https://www.nswcurriculumreview.nesa.nsw.edu.au/home/homePageContent/view>

**This survey will take around 10 minutes to complete and all the information volunteered remains anonymous. Your responses will help us in developing a submission to comment on the Interim Report.**



## NSW Education Standards Authority

**1. Which sector do you teach in? \***

*Mark only one oval.*

- Government
- Catholic
- Independent
- Other: \_\_\_\_\_

**2. Which subject(s) do you teach? \***

*Tick all that apply.*

- Commerce
- Legal Studies
- Economics
- Business Studies

**3. Which year(s) do you currently teach? \***

*Tick all that apply.*

- Year 7
- Year 8
- Year 9
- Year 10
- Preliminary
- HSC

**The following questions relate directly to your knowledge and experience of Commerce, Economics, Legal Studies and Business Studies.**

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**Reform Overview 1: Reforming the content of the curriculum**

"The Review's first set of proposals address the content of the curriculum, including concerns that many syllabuses are currently overcrowded" (Interim Report Consultation Workbook, p. 2).

**4. Teachers have reported that the syllabus is unclear about the level of depth required, and unsure what content is mandatory against what is optional. How often do you need greater clarity about this?**

*Mark only one oval.*

	1	2	3	4	
Rarely needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Often needed

**5. How can the design of future syllabuses improve clarity about what is mandatory and what is optional?**

*Tick all that apply.*

- Greater explicit direction in the syllabus
- Using plain English in the syllabus
- Centrally-made teaching resources for syllabus content
- Centrally-made differentiated teaching resources for syllabus content
- Suggested activities for syllabus content
- Other: \_\_\_\_\_

**6. Teachers reported that overcrowded syllabuses increased their workload and stress, and left little time to develop students' understanding more deeply. Is the syllabus overcrowded?**

*Tick all that apply.*

	Not overcrowded	Somewhat overcrowded	Very overcrowded	Not sure
Commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **The Review suggests that core skills (such as critical and creative thinking, collaborating, interpreting information/data, communicating and using technologies) should be developed through applying knowledge in subject areas. How should these skills be included in each syllabus?**

*Mark only one oval.*

- Provided as overarching themes that can guide curriculum development.
- Identified in the broader outcomes, with guidance on where and how they can be incorporated.
- Specified in the syllabus with information about how teachers must incorporate them.
- Unsure
- Other: \_\_\_\_\_

## **Reform Overview 2: Reforming the structure of the curriculum**

"The Review's second set of proposals address the structure of the curriculum, including concerns about its lack of flexibility to meet individual learning needs. They address directly the fact that students in the same year of school currently differ widely in the points they have reached in their learning, meaning that some students are not yet ready for, and others are not sufficiently challenged by, common year level syllabus expectations" (Interim Report Consultation Workbook, p. 3).

## **Attainment levels**

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"The Review is proposing the construction of a map of long-term progress in the form of a sequence of 'attainment levels' in each area of learning. These attainment levels will describe and illustrate increasing levels of knowledge, understanding and skill, independent of student age or year level" (Interim Report Consultation Workbook, p. 3).

8. **Do you feel that the current system of grading students A-E provides a clear indicator to parents of individual student progress?**

*Mark only one oval.*

- Yes
- No
- Maybe
- Other: \_\_\_\_\_

9. **To what extent would a focus on 'levels of attainment' improve teachers' ability to differentiate for students' learning needs?**

*Mark only one oval.*

- Harder than the existing curriculum
- Same as the existing curriculum
- Better than the existing curriculum
- Unsure

10. **What would be the best way to support learning for these new attainment levels?**

*Mark only one oval.*

- Students in the same class with individualised learning plans, each progressing to the next content module once they have demonstrated proficiency.
- Students in the same class learning the same content, assessed using differentiated tasks.
- Students grouped into different classes based on their attainment levels.
- Other:

11. **What support would be needed for teachers to meet the needs of students working at different attainment levels in a classroom?**

*Tick all that apply.*

- Additional planning time for teachers
- Online tools to regularly assess student levels
- Additional learning support staff for regular classes
- Additional learning support staff for students who regularly fail to progress
- NESAs-designed assessments that are accessible for students at all levels
- NESAs-provided resources for each attainment level in each part of the syllabus
- Suggested learning activities for students at each level in each part of the syllabus
- Other:

12. **Would you like EBE to offer professional development on formative assessment in Economics, Business Studies, Legal Studies and Commerce?**

*Mark only one oval.*

- Yes
- No
- Maybe
- Other: \_\_\_\_\_

13. **The Review suggests that every student should be expected to achieve, at a minimum, a specified level of knowledge and skill in a subject before they finish school, or prior to commencing advanced senior subjects. Do you think consumer and financial literacy should be part of a 'common entitlement' for every student?**

*Mark only one oval.*

- Yes
- No
- Maybe

14. **Similarly, do you think civics and citizenship should be part of a 'common entitlement' for every student?**

*Mark only one oval.*

- Yes
- No
- Maybe

15. **Currently, Commerce is an elective subject in NSW while elements of Civics & Citizenship and Business & Economics are mandatory for years 7-10 in some other states and territories. Would you support adopting a similar approach in NSW?**

*Mark only one oval.*

- Yes
- No
- Maybe

### **Reform Overview 3: Reforming the senior school curriculum**

The Review suggests that academic senior school subjects are too focused on university preparation, and that VET courses lack an academic aspect needed beyond immediate post-school occupations. The Review is considering combining vocational and academic subjects into a smaller

range of courses with both theoretical and practical aspects. This could include combining the Business Services, Retail Services and Financial Services VET courses with the Business Studies course.

16. **Over time, should there be a reduction in the total number of subjects available in senior secondary school by consolidating some existing 'academic' and 'vocational' subjects into rigorous, high-quality courses?**

*Mark only one oval.*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

17. **To what extent do you agree that an increased practical aspect would benefit the students who currently choose to complete the Economics, Legal Studies and Business Studies HSC courses?**

*Tick all that apply.*

	Strongly Agree	Agree	Disagree	Strongly disagree
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. **To what extent do you agree that an increased academic component would benefit the students who currently choose to complete the VET courses?**

*Mark only one oval.*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. **To what extent do you agree that combining the Business Studies course with related VET courses would be desirable?**

*Mark only one oval.*

	1	2	3	4	5	
Highly undesirable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly desirable

20. **The Review is seeking to shift the focus in Year 12 courses from exam preparation to understanding and skills. Should there be an externally assessed component of every course in Year 12 (not necessarily an exam)?**

*Mark only one oval.*

- Yes, for all courses
- Only for selected courses
- No, not for any courses
- Unsure

**21. What more could be done to address concerns that external examinations promote the memorisation and 'regurgitation' of pre-prepared answers in Economics, Business Studies and Legal Studies?**

*Tick all that apply.*

	Economics	Business Studies	Legal Studies
Not necessary, need to improve teacher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to use 'Stronger Standards' to focus on understanding and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replace the HSC with internal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Replace the HSC exam with an externally assessed final project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complement the external HSC examination with an externally assessed final project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Introducing a major project

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"The major project provides students with an opportunity to develop and demonstrate depth of understanding and skills in applying knowledge. Currently, this opportunity is not available to all students through their study of HSC subjects" (Interim Workbook, p. 20).

**22. Should every student be required to undertake a major project as part of their studies in the senior years of school?**

*Mark only one oval.*

- Yes  
 No  
 Maybe

**23. The Review proposes that a major project would make up two of the ten required units for the HSC. To what extent do you think a reduction in the number of subjects students complete would affect enrolments in:**

*Tick all that apply.*

	Business Studies	Economics	Legal Studies
Significant reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moderate reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimal reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in enrolments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**24. Should the major project be an individual or group project?**

*Mark only one oval.*

- Individual  
 Group  
 Unsure  
 Other: \_\_\_\_\_

25. What major projects could you envisage for students studying Economics, Legal Studies and/ or Business Studies?

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26. The Review is proposing changing the structure of learning areas in the curriculum. HSIE will be replaced with two faculties: 'Humanities, Society and Social Community Services' and 'Business, Economics and Financial Services' (see p. 98 of the Interim Report). To what extent do you agree with this proposal?

*Mark only one oval.*

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

27. What further thoughts, if any, would you like to add?

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