



Australian
CURRICULUM
Review

CONSULTATION SURVEY QUESTIONS

LEARNING AREAS AND SUBJECTS

CONSULTATION SURVEY QUESTIONS

For the learning areas and subjects

Introduction

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

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

The survey has three sections.

1. Background information:

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

2. General questions

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

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

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.

You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

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

Section 1: Background information questions

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

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

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

- Individual Group

Individual response follow up questions	Group response follow up questions
<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input checked="" type="radio"/> Victoria <input type="radio"/> Western Australia <input type="radio"/> National <input type="radio"/> Other <p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> Primary teacher* <input checked="" type="radio"/> Secondary teacher* <input type="radio"/> F-12 teacher* <input type="radio"/> School leader – Primary* <input type="radio"/> School leader – Secondary* <input type="radio"/> School leader – F-12* <input type="radio"/> Academic <input type="radio"/> Parent* <input type="radio"/> Student* <input type="radio"/> Employer / Business <input type="radio"/> Other <p><i>*If you select this category as an individual or group you will be asked two additional questions.</i></p> <p>In which sector is your school?</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Independent <p>What best describes your school's location?</p> <ul style="list-style-type: none"> <input type="radio"/> Metropolitan <input checked="" type="radio"/> Regional <input type="radio"/> Remote 	<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input type="radio"/> Victoria <input type="radio"/> Western Australia <input type="radio"/> National <input type="radio"/> Other <p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> School* <input type="radio"/> Professional association <input type="radio"/> University faculty <input type="radio"/> Education authority <input type="radio"/> Parent organisation <input type="radio"/> Community organisation <input type="radio"/> Other <p>Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).</p> <p>_____</p> <p>Describe the membership of your group.</p> <p>_____</p> <p>Number of members/people represented in this response (approx.). Please use numerical values.</p> <p>_____</p>

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

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

Aims

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

Organisational structure

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

Key connections

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

Key considerations

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

Curriculum elements

Year/band level descriptions

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

Achievement standards

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

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?</p> <p>The most important question to ask about the new curriculum is: How will we assess whether this revision leads to improved outcomes? This is not addressed in the documentation.</p> <p>The rationale opens with this sentence. "Learning mathematics creates opportunities for, enriches and improves the lives of all Australians." (My emphasis.) This is an exaggeration. Consider the hundreds of Australians who will die before their fifth birthday. How does learning mathematics create opportunities for, enrich and improve their lives?</p>					

Mathematising is a dreadful word.

The review considers only years F-10 and ignores Year 11 and 12. Year 12 informs what happens in Year 11, and Year 11 informs what happens in Year 10, and so it goes on down through the years. So, to consider years F-10 without reference to Years 11 and 12 is, to say the least, odd. The link to Years 11 and 12 is noted on p. 150. For example, how do you see Aboriginal and Torres Strait Islander Peoples' histories and cultures in relation to mathematics being part of Years 11 and 12—or does it stop at Year 10? I noticed that there is no mention of this issue in Year 10, Optional content on pp. 150 et seq. Why?

An issue in the current curriculum is that, say in Year 8, students spend only a couple of weeks on a topic, and then, a year later in Year 9, they spend another couple of weeks on the topic, and perhaps again in Year 10. This piecemeal approach to learning is most unsatisfactory. In the 17th century, John Milton made a similar criticism of the teaching of Latin and Greek in schools in his paper "Of education". The same issue arises in the proposed revision. We see this particularly in statistics. To be honest, a better approach might be to teach statistics separately from mathematics, and teach it in a more focussed way. I reckon that, if done properly, Statistics could be an important, useful, exciting, and even popular choice among secondary students.

Content elaborations

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

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The introductory sections provide important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Optional comments:

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

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

Section 3: Band/level specific feedback (optional)

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

- Yes
- No

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

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

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

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

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

Year 8, Number, AC9M9N01: I am curious as to how irrational numbers can be investigated with "digital tools" (what an awful expression!) when calculators do not contain any irrational numbers. How do teachers prove to, or at least convince, students that π is irrational? Most Year 8 teachers could not prove this fact for themselves. At present, students are just told that π is irrational without any justification. Some better activities are suggested here. Hassani, M., & Mills, T. (2015). Beyond the rational. In D. Martin et al. (Eds.) *Back to the Future: Proc. 52nd Annual Conference of the Mathematical Association of Victoria*, 3–4 December 2015. Brunswick: MAV, pp. 54-60.

Year 9, Number, AC9M9N01_E3: What is the meaning of the word "surd"? Its use here seems to be restricted to square roots: why not just say that? See Lenard, C.T., Mills, T. M., & Fitzpatrick, T. (2017). What is a surd? *Vinculum*, 54(1), 14–15. In this paper, we recommend that the word "surd" be deleted from the curriculum because there does not appear to be any accepted definition.

Year 9, Space, AC9M9SP01; Year 10, Space, AC9M10SP01: An issue with graph theory in schools is that the treatment is usually a litany of definitions, statements (such as Euler's formula) presented with no proof, and pedestrian applications. The whole subject does not get interesting until you get over this hurdle and this cannot be achieved in just a few weeks. The curriculum would be strengthened if the whole topic of graphs and networks were deleted from the curriculum thereby allowing more time for the remaining topics.

Year 9, Algebra, AC9M9A05_E2: "hand drawn or digital tools", NB: Hands have fingers.

Year 9, Statistics, AC9M9ST04_E3: Replace "New Guinea" by "Papua New Guinea".

Year 10, Space, AC9M10SP02: This topic offers the opportunity to explore Euclid's *Elements*, Book 1 which is one of the most famous works in mathematics and used to be standard fare in the curriculum. A term of Euclid would strengthen the curriculum.

Year 10, Statistics, AC9M10ST03_E1: The "difference between association and cause and effect" is a complex issue because the very notion of causality is not appreciated by textbooks, teachers, and therefore students. This is discussed, for the benefit of mathematics teachers, in Mills, T., & Mills, F. (2020). Correlation, causation, and David Hume. *Australian Mathematics Education Journal*, 2(4), 44–48.

Year 10, Number: The word "surd" is often used here: but what does it mean? See Lenard, C.T., Mills, T. M., & Fitzpatrick, T. (2017). What is a surd? *Vinculum*, 54(1), 14–15. In this paper, we recommend that the word "surd" be deleted from the curriculum.